DOCUMENT RESUME

ED 378 849 FL 800 864

AUTHOR	Faine, Miriam, Ed.; And Others
TITLE	A Time To Learn, Units 3 & 4. A Resource for Teachers of Bilingual Literacy Learners.
INSTITUTION	Northern Metropolitan Coll. of TAFE, Collingwood (Australia).
REPORT NO	ISBN-0-7306-3433-7
PUB DATE	94
NOTE	303p.
AVAILABLE FROM	ARIS, NLLIA, GPO Box 372F, Melbourne, Victoria 3001, Australia ($36 Australian, plus postage).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC13 Plus Postage.
DESCRIPTORS	*Adult Basic Education; Classroom Techniques; Decoding (Reading); Difficulty Level; *English (Second Language); Foreign Countries; *Journal Writing; *Literacy Education; Reading Instruction; Second Language Instruction; Student Journals; *Study Skills; Worksheets; Writing Exercises; Writing Instruction

ABSTRACT

The set of instructional materials included here consists of reading, writing, and language development worksheets to be used in adult English-as-a-Second-Language (ESL) literacy education. Materials are grouped according to four themes; this volume contains units on theme 3 (diary writing) and theme 4 (study skills). Each unit contains an introduction, contents list, teacher's notes, a reading and resource list, and the worksheets geared to three difficulty levels. The diary unit introduces diary writing to students as a way of using language experience to encourage reading and writing. It also includes some examples of other common text types (letters, reports, posts cards), with ways of identifying their features, and worksheets for practicing functional everyday literacy skills. The unit on study skills initiates discussion of different ways of learning and outlines strategies to assist with learning. This section assumes that students with limited educational backgrounds do not transfer skills and knowledge about texts and learning from another language but need to be introduced to them. Several worksheets focus on decoding information in the form of charts, maps, and timetables. The teacher's notes are indexed to specific worksheets. Written primarily for an Australian audience, the materials reflect Australian speech and writing conventions. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 378 849

A Time to Learn

Units 3 & 4

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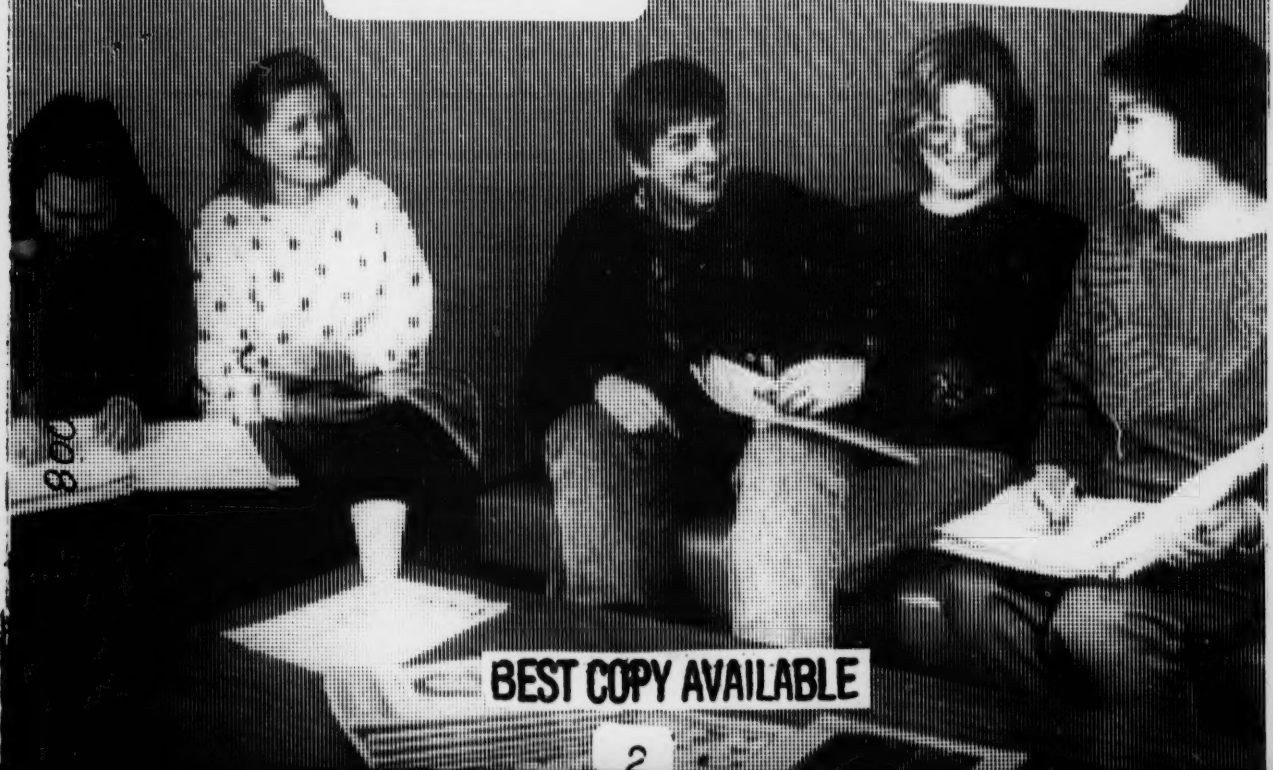

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A Time to Learn

Units 3 & 4

A resource for teachers of bilingual literacy learners.

Edited by
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Northern Metropolitan College of TAFE

Melbourne, Victoria
1994

Faine, M., Smith, B., & Tinney, L. (eds)
A Time to Learn - Units 3 & 4.

ISBN 0 7306 3433 7

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Produced by the Migrant Women's Learning Centre, Northern Metropolitan College of TAFE, 20 Otter Street, Collingwood, 3066 with funding from the Adult, Community and Further Eucation Board.

Desktop publishing by Skill Ed P/L

Acknowledgements

This project was funded initially through a grant from the Victorian Division of Further Education, and has had continued support from the Adult, Community and Further Education Board.

The editors warmly thank Peter Goodwin, as Project Manager, for his support, advice and attention to detail throughout the long life of this project.

The materials in ***A Time to Learn*** have been generously contributed by: Kathy Bentley, Elizabeth Connell, Jeanette Dalton, Ann Dunn, Miriam Faine, Margaret Griffith, Barbara Goulburn, Elsie Hill, Margaret Huntington, Nancy Jones, Maree Keating, Michelle Lucas, Phillip MacIntyre, Susan Manton, Jill Sanginetti, Barbara Smith, Louise Tinney and Nina Vassallo.

The authors, editors and publishers gratefully acknowledge permission to reprint the following material:

- 'You Yangs Regional Park' leaflet: Department of Conservation, Forests and Lands.
- 'Supplemenatary Crime/Property Report' form: Victoria Police.
- 'Literacy is a Magic Word' :The Age and Ms. Megan Backhouse.
- A page from the ***MacQuarie Junior Dictionary***, The Jacaranda Press, Melbourne, 1991.
- A page from the ***Melway Greater Melbourne Street Directory***, Melway Publishing, Glen Iris, 1993.
- An excerpt (p. 216) from ***A Language in Common***, Marion Molteno, Women's Press, 1987.
- An excerpt (p. 213) from ***Caught in Between***, Rosa Safransky and Marg Sala, Parachute Press, 1989.

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Brief Introduction

This is the second volume of *A Time to Learn*. Volume 1 includes a comprehensive introduction to the resource and to the teaching of 'ESL Literacy'.

Who are these Materials for ?

The term 'ESL Literacy' is generally used in Victoria to describe classes which focus on developing reading and writing skills for adult learners who come from non-English speaking backgrounds and who often have been in Australia a long time. In this publication we also talk about ESL Literacy students or learners.

The publication of these ESL Literacy materials has been funded by the Division of Further Education (now the Adult, Community and Further Education Division) as a Statewide Project in order to provide a resource for teachers who work with ESL Literacy students, especially teachers who are new to this area or who are working in settings with little professional support. These materials introduce ESL experienced teachers to some of the themes and techniques of literacy teaching, and to literacy teachers it demonstrates some basic elements of the English as a second language classroom. It presents a range of teacher produced materials collected from teachers practising currently in Victoria, either as models that can be adapted or as material that can be used directly in the classroom. It reflects the gaps as well as the achievements of the field.

The idea of ESL Literacy is relatively new. It is only recently that adult literacy teachers and English as a Second Language trained teachers began working together. The synthesis of the two has stimulated some creative adaptation of traditional practice in both disciplines. The field is still developing and it is premature to advocate any one theory or teaching methodology. This publication reflects a range of practice and practitioners.

ESL Literacy learners study in many different settings including TAFE colleges, Skillshare, AMES centres, workplaces and community houses. They learn in one-to-one situations and in small or larger groups. Some classes are graded and some are mixed level. Some ESL Literacy students find themselves in general literacy or basic education programs. Others are part of a class of ESL learners without special literacy needs. We have included material that should be helpful to teachers in all these situations.

ESL LITERACY MATERIALS

Why Worksheets?

This publication offers worksheets as its principal mean of presenting reading, writing and language development material. Inevitably, print-based skills, that is reading and writing skills, have to be taught through printed materials. The use of a worksheet assumes in itself an awareness that print carries meaning. Worksheets are not the only way of presenting an ESL Literacy course, but worksheet based learning can be a valuable part of a whole teaching program. Worksheets are the easiest kind of material to disseminate in a pack such as this. Teachers should use worksheets as part of their classroom strategies. The Teachers' Notes in this publication offer other teaching strategies. This resource is not intended to be comprehensive. Many other techniques also 'work'.

ABOUT THESE MATERIALS

The materials consist of a package of **reading, writing and language development worksheets** which have been grouped around four themes:

Unit I: **Past Experience**
Unit II: **Health**
Unit III: **Diary Writing**
Unit IV: **Study Skills**

Each unit consists of an **Introduction, Contents List, Teachers Notes with Worksheets, Readings and Resources**. Each unit provides twenty hours or more of classroom work at each of 3 broad levels of literacy organised into a series of topics. Sometimes the topics are linked to a text, especially in Units I and II, and sometimes they are linked to a skill or activity, especially in Units III and IV. Each topic provides material for at least one, and usually several 2 hour lessons. To provide material for a multi-level class some topics provide learning material suitable for all three levels.

In broad terms each unit also demonstrates a particular methodology. Units I and III focus more on writing; Units II and IV on reading. Unit 1 demonstrates some versions of 'process writing' approaches; Unit II deals with strategies for handling authentic texts; Unit III is based on the 'language experience approach' to reading and writing and includes some functional literacy and an example of the genre approach; and the teaching of 'study skills' in most of Unit IV is influenced by discovery learning methods.

The texts are grouped loosely around the overall theme. The materials are selected and arranged to demonstrate a variety of techniques and texts. **They do not aim to provide a comprehensive, sequenced course text or program curriculum. They are presented as a resource, to be dipped into, photocopied selectively, re-ordered or adapted**. In some instances, the materials are examples to assist you in thinking about developing your own worksheets.

Over the materials as a whole, and within each of the units, there is a clear progression in difficulty of materials and tasks so that teachers can recognise how students can advance through the levels.

Each class, and to some degree each learner, will need a different selection of materials at different levels and will progress at a different pace. So we have not presented the material at each level together (as a 'level 1' course, or a 'level 2' course.). Teachers should rather use the 'levels' as a guide to the difficulty of the material and select what seems best for their learners and order it as appropriate. Without doubt they will need to supplement it by cross-referencing with other resources and writing their own material. We hope the examples given here provide some ideas for this, as should the **Readings and Resources** suggestions in each unit.

The worksheets are usually intended to provide practice of a particular skill or language item. It is expected that teachers will introduce new language items or skills in the conventional ways - pictures, blackboard, chalk and talk and so on. For example, worksheets are often a consolidation of previous oral work. This is indicated in the

Teacher's Notes. The materials are designed to be used with a teacher. This is not a self-study course.

It is a good idea to work the first example of an exercise on a worksheet on the blackboard first, so the class can see clearly what they are expected to do. Alternatively, do the first example on the worksheet yourself as an example, before photocopying multiple copies.

The worksheets are generally intended to be sequential within any topic. Some, however may be used selectively. Not all students will need to do every worksheet in each topic at their level. Others will need supplementary material to get more practice.

Some worksheets are intended as samples. They have been written for particular students with their needs and interests in mind and may not be viable with another group. Especially at low levels of literacy, material often needs to be produced using personally relevant content appropriate to students' language abilities. Consequently these worksheets may need to be either rewritten or adapted for another group.

Throughout the resource, exercises are offered to practise discrete language features such as different past tenses, or cohesive devices, or to extend the vocabulary base. Some of the material helps teach the meaning of terms like **'noun'** or **'past tense'**, and even **'narrative'** in order to encourage teachers and students to talk about grammar or different text types.

Many of the composition exercises appear at the end of a lesson, not because they are seen as an afterthought, but rather because once the preparation has been completed in (scarce) class time, students can easily work on successive drafts as homework.

The Levels

We have roughly classified our topics and worksheets into three 'levels'. Our descriptors below do not define or describe a student's competencies in English. **They merely indicate who might benefit most from any particular activity.** The descriptors for each level have been written specifically for the purposes of this resource.

Since 1992, the four levels described in the Victorian Certificates of General Education for Adults (CGE for Adults) within the Victorian Adult English Language, Literacy and Numeracy Accreditation Framework have been introduced. These levels also roughly correspond to those used by the Department of Employment, Education and Training (DEET) in the Interim Literacy Course Matrix (ILCM) used to assess DEET clients.

The descriptors in this publication predate the CGE for Adults and the ILCM and have not been rigorously moderated against them. However, we believe that there is rough correspondence, for example, level I and II worksheets here could be used profitably with CGE for Adults and ILCM level I and II students; level III may be closer to 'entry' level III in the CGE for Adults and the ILCM.

There is no material included for 'higher' level students beyond early level three CGE for Adults and ILCM. This is because in our views at higher and pre-VCE levels it becomes difficult to sustain a case for teaching bilingual ESL literacy students separately from native speaking Basic Eeducation or Rreturn to Sstudy classes.

LEVEL 1 students are unable to read and write in English and are not literate or have very limited literacy in their first language. Some of the material is suitable for such learners with low levels of fluency in spoken English.

LEVEL II students can read simple texts in English and can copy letters and whole texts. They may write a few phrases independently. Typically they have received some primary education in their first language, or if without such education, had some previous adult literacy or ESL instruction.

LEVEL III students are beginning to write independently. However, they need a lot of practice in constructing complex sentence structures and in text cohesion, and they need to gain techniques to improve their spelling and to become aware of different text types. Typically, they are also from a limited educational background (perhaps with a little secondary education), or they are graduates of other ESL or adult literacy classes. They can read with some fluency and will tackle texts not directly related to their personal experience. Some students at this level are proficient and eager readers: for example, of fiction or of work related texts.

The Units

The **Past Experiences** unit in Volume 1 is a collection of stimulus texts for personal writing which is taught largely through process writing techniques. There is emphasis on the writing process of: brainstorm-plan-draft-redraft. The resources show how teachers can present structured language teaching before, after, or during composition.

Most of the texts have been written by other ESL Literacy students who have shared the common experiences of migration, and beyond that, human experiences of pain and joy. In discussion, classes may look at social constructs that dominate all of our lives such as racism and sexism.

The **Health** unit materials are primarily designed to practise reading strategies, both for a whole text and excerpts. It also includes material for personal writing as well as suggestions for other genres: writing a recipe, writing an informal letter and creating an information poster.

The topics allow for a discussion of social and health issues like womens' self image after menopause and private versus public health insurance.

The **Diary** and **Study Skills** units make up Volume 2.

The **Diary** unit introduces the device of diary writing, as a way of using language experience to encourage reading in beginner students and later to get students to write. This unit also includes some examples of helping students produce text types like simple letters, reports, and post cards and ways of identifying features of these; and also a series of worksheets practising 'functional literacy' linked by the theme of every-day life.

The Dairy unit contains a large number of lessons and worksheets at level 1.

The unit on **Study Skills** initiates discussion of different ways of learning and outlines strategies that can be used to assist the process. It assumes students with limited educational backgrounds do not transfer skills and knowledge about texts and learning from another language but need to be introduced to these, especially at the very early stages. The topics on **Dictionary, Melways** and the **Telephone Directory** practise how to decode information presented in a variety of formats like grids, maps, timetables.

HOW TO USE THESE MATERIALS

The Teacher's Notes

Each set of teachers' notes includes a brief note that should be read before presenting the worksheets to the class.

Sometimes there is an introduction to the lesson that sets out any teaching that has to be done before presenting the worksheets.

Next to each worksheet number you will find a description of its purpose and sometimes some preliminary comment. The next lines serves as a guide to how to use the worksheet. This is meant to give suggestions, not be prescriptive. Experienced teachers will no doubt vary or improve on this.

Sometimes suggested questions to ask the students during worksheet presentation are offered. These are indented and **bolded**.

Important grammatical and other terminology is **bolded.** In most cases these are terms that should be introduced to the students.

Suggestions for blackboard work are also highlighted by ***bold italic*** and indentation.

Examples from the text of new vocabulary or examples of a grammatical structure are presented in ***bold italic***.

Names of any books cited are bold, italic referenced in the **Readings and Resources** section for each unit.

The notes often include one or more ideas for other activities that are not based on a worksheet. These are called **Extension** activities. The nature of each extension is described in italics, like this:
Writing exercises where students compose their own text (sometimes called free writing or composition) rather than just complete an exercise. Suggested text topics or titles are specified in bold (not all writing exercises have suggested titles; sometimes students should invent their own.)
Reading activities to other texts not included here
Grammar points which can be studied in more depth depending on the kind of class and their interests and capabilities.
Spelling points which can be studied in more depth depending on the kind of class and their

interests and capabilities.
Dictation
General knowledge points that can be expanded on if appropriate
Information access points and activities give students the opportunity to find out and discuss services and their rights.

Extension activities are also italicised like this: *dictation* when they are mentioned in the text.

The Worksheets

Worksheets are either handwritten (especially at lower levels), in 'handwritten' fonts or in a print 'font'. The size of the script varies according to the level of the exercise and the page layout. Generally, at level I and II, the bigger and the clearer the better.

Text excerpts are in ***italics.*** They're often boxed.

Instructions (technically called rubric) are in **heavy typeface** on typed worksheets.

Unit 3 - Diary

A resource for teachers of bilingual literacy learners.

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Introduction

The material in this unit has been grouped around a theme of diary writing. Diary writing is used here principally as a device to encourage regular writing practice. It is also an important teaching technique for developing reading skills in beginner students. Students' diary entries produce predictable personally relevant reading material.

Asking students to keep a diary of daily events is a commonly used technique in language experience based literacy teaching. If students are very reluctant to write anything for fear of making errors, diary writing gets students started writing regularly. It allows for disparate levels and on-going enrolments in a community class, where students have different starting points and need individual instruction. Diary writing is a useful homework activity once students are used to independent copying or composing.

This unit contains more worksheets at lower levels. Students at Level III may not need as much preparation for diary writing, nor require such practice to encourage confident writing. The student writing sample [Illustration 1:1] by an unusually forthcoming level III student indicates that there may even be resistance to diary writing at this level.

It is useful to photocopy students' written work to keep as a record of individual progress for both student and teacher. Samples from one student's writing [Illustration 1:2] show a text written on initial interview, an extract from an early diary, and an extract from her diary much later. The particular student had some limited experience of schooling in her first language and some oracy in English.

Publishing students' texts provides interesting reading for other students as well as models and stimulus for further writing. This may take the form of distribution of standardised versions of individual student texts in a magazine or book format or presentation in a wall display. The example [Illustrations 1:3 & 1:4] shows a sample student publication from a Level III class and a Level II class. Students appreciate a book format as a way of presenting reading material rather than a collection of individual sheets. The material also becomes accessible to family and friends. A publication launch can help providers in attracting media and other publicity. Some student writing has been of very high quality indeed and eventually commercially published (see for example, ***Caught in Between***).

Samples of teacher written texts for reading material for Level I students are also included here (Illustrations 1:5 and 1:6). Books featuring daily routines especially, use similar vocabulary to that which students may use in a diary. Teachers and students could explore writing similar 'readers' using such texts as a stimulus. Such story books are an important step in turning non-readers into readers. They bridge the cultural and linguistic gap to reading commercially available ESL/ESL readers. As the 'School' example (Illustration 1:4) shows, the content need not be trivial or 'simple'.

In addition, story books can be used as a stimulus for class discussion, and this in turn may lead to the creation of further student composed texts. At early stages, it is even valuable for students to copy out part (or the whole) text: such an exercise helps develop an appreciation of layout on lines, punctuation and many other text features.

The unit includes reading materials that promote learning outside the classroom, using a variety of easily found authentic materials like maps, newspaper ads, junk mail and postcards. Topic 2 **Excursion** (Level 1 & II) introduces students to their local library. Some of the worksheets use real life experiences (letters to school; visits to a public library; shopping and asking for information) in order to teach oral language and communication and survival strategies. Topic 2 level II/III also includes an exercise reading a map and its associated symbols and key.

The type of text produced in diary writing is called a 'recount'. Repeated writing on the same topic, as in a diary of daily events, allows a gradual development of complexity within a limited range of vocabulary, structure and within this one text type. Students will need varying levels of assistance to achieve such development. The inevitable recycling of vocabulary provides practice of familiar spellings for students who tend to see spelling as the major obstacle to fluent writing.

The Level I worksheets in Topic 1 **Diary** encourage copying from teacher-scribed language experience texts. Copying relieves students of the pressures of composing and allows students to write without stressful concern for correct spelling. The topic introduces students to the common language teaching device of a substitution table. Because the text manipulation is based on the student's own experience, interest and meaning are maintained through the numerous stages of drilling. Students begin by copying only and gradually move onto 'creative copying' as they manipulate a model to produce a new text and later are ready to compose independently.

Further variety is introduced to this Unit by including language experience writing of recounts based on group activities like class excursions. The unit moves away from the personal experience domain to include some practice in writing **Letters from School**, Topic 3, **Postcards**, Topic 4, **Lost and Found** ads and reports of **Excursions**, topic 2, which can all loosely be grouped as simple reports or information texts. In topics 2, 3 and 4 early stage learners study and manipulate a model before producing their own simple texts. The last Topic 6, **Numbers, Dates and Appointments**, includes other items that are referred to as functional literacy.

The Unit introduces the notion that different text types are organised in specific ways and that the language, discourse and layout used varies according to the text type. For example, the construction and organisation of a report of a class **Excursion** (Topic 2); and the use of layout, reduction and other special text features in **Postcards** and **Lost and Found** Notices (Topics 4 & 5). Beginner students are introduced to varying layouts, and text organisations, as well as simple formulae associated with each text type, in Topic 2 **Excursions**; topic 3 **Letters from School** and Topic 4 **Postcards**.

Topic 2, **Excursions**, at Levels II and III offers a teaching approach that experiments with integrating some process writing techniques, language experience and some ideas from systemic linguistics in order for a class to collaboratively write a report, with special focus on the structure and discourse. 'The methodology aims to demonstrate to the students the way in which language at all levels is shaped by the nature of a particular task. The approach seeks at all stages to elicit and value the knowledge (both content and linguistic) which the students already possess. Needs analysis is a key feature and explicit teaching input occurs as the need arises throughout the process of task completion.' (***Making the Process Collaborative***).

The Unit includes practice in using other types of texts related to personal record keeping and daily life activities, such as calendars and appointment cards. The worksheets practise the different forms in which even simple information like numbers or dates can be presented depending on the context - for example numbers or full written forms or abbreviated forms. Topic 6, **Numbers, Dates and Appointments** is to be used selectively according to student need and integrated with the other topics. Here, we have collected a variety of worksheets that show different techniques to promote practice and memorising. The worksheets demonstrate the range of activities possible through a worksheet prompt and are not presented as sequenced lessons. They are useful as a resource for students working by themselves, or multiple copies of similar sheets could be kept in a corner of the classroom as memory joggers or 'fill-ins' or homework exercises. The techniques include:

- matching (sometimes by cutting up (6:1))
  (sometimes just with a pencil line (6:2))
- tracing and copying (6:3)
- look/cover/check (6:4)
- Bingo (6:6)
- quiz (6:7)
- sequencing (6:15; 6:19)
- class surveys (6:17)

  and so on.

Although a large number of seemingly repetitious exercises are presented, students require repeated and regular practice in order to memorise the spelling.

Overall, this unit shows how everyday reading and writing texts which are used to teach 'functional literacy' can also be a fruitful source of lessons that introduce students to the layout, discourse and the concept of different text types in different social contexts.

Illustration 1:1

Sample of a student diary

WENESDSDAY

~~A~~ther breakfast I rode my pushbike.
They recon it is good for you. Good for what?
But I have time to think. Why a diary?
What secrets the teacher wish to find out? has an old fellow like me secrets which could interest anybody?

TUESDAY

We got on the 7.21 train to the city.
- why are you so quiet? asked my wife.
I am working on an argument to have with the teacher.
- A diary is as bad as an I.D. card. IT interferes with privacy.
good argument. t.c. I smile.
- Why are you smiling? Inquires my wife.

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Illustration 1:2

Diary writing examples:

These examples of diary writing are from one student's work showing:

1. text written on initial interview.
2. an extract from an early diary.
3. an extract from a diary much later.

I Wo 21 To the with may friend ILDE and si in coragini Tu carmin Tu school To lon incrisy

Saturday 11 April
I Went To visit my sister and I have good day

Sunday 12 April
I Went To ITALIAN MASS 9-15 am. and for lunch I have my Mother lo

Diary 28 March 1955
On Saturday 26 March I went To dinner dance with my husband at Fccolar Furlan Club with a friends we know for long Time. When I started To dancing with my husband I saw Maria Bonforno. I was very surprise because I was Thinking she was gone To Italy, we Talk and she Told me she going To live Melbourn on Ten April for four month.
The dance is finished 12 o'clock we had a quiet evening.

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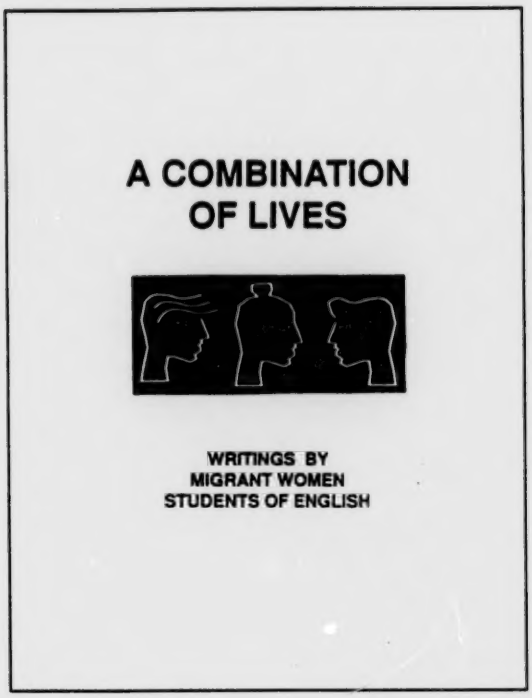
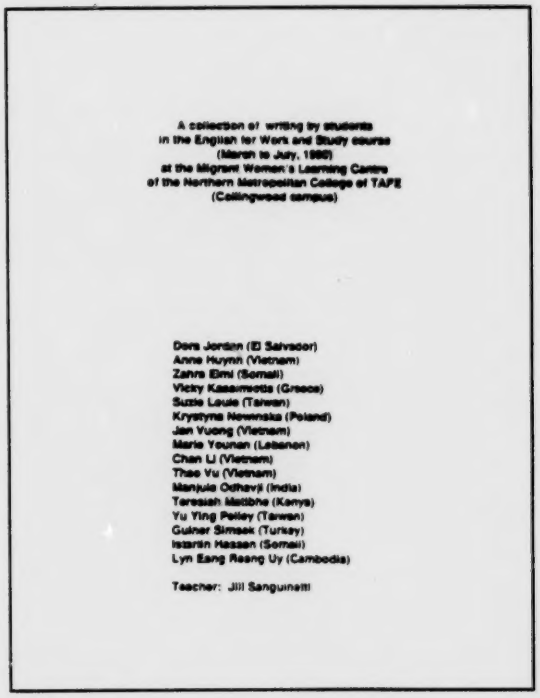
Illustration 1:3

Sample of a student publication



A COMBINATION OF LIVES

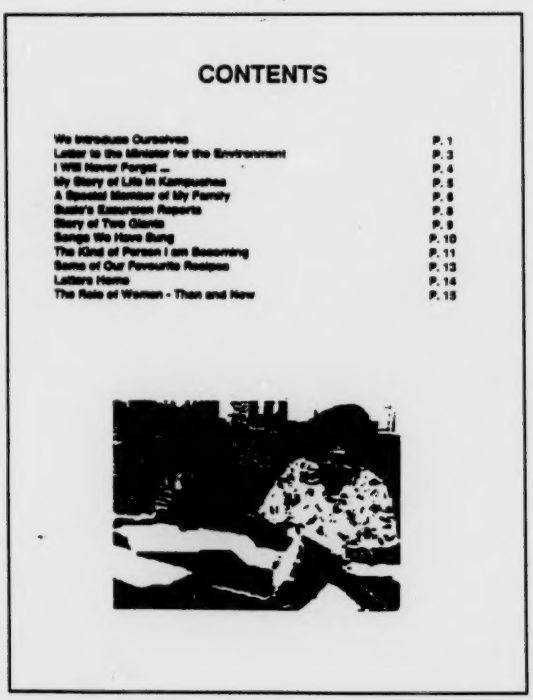
WRITINGS BY MIGRANT WOMEN STUDENTS OF ENGLISH



A collection of writing by students in the English for Work and Study course (March to July, 1990) at the Migrant Women's Learning Centre of the Northern Metropolitan College of TAFE (Collingwood campus)

Dora Jordan (El Salvador)
Anne Huynh (Vietnam)
Zahra Elmi (Somali)
Vicky Kassimeotis (Greece)
Suzie Louie (Taiwan)
Krystyna Nowinska (Poland)
Jan Vuong (Vietnam)
Marie Younan (Lebanon)
Chan Li (Vietnam)
Thao Vu (Vietnam)
Manjula Odhavji (India)
Teresiah Matibha (Kenya)
Yu Ying Pelley (Taiwan)
Gulner Simsek (Turkey)
Istarsin Hassan (Somali)
Lyn Eang Reang Uy (Cambodia)

Teacher: Jill Sanguinetti



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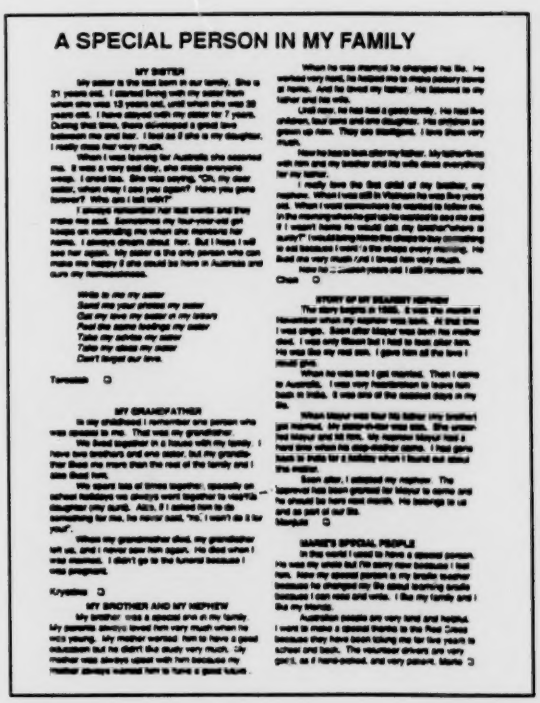

A SPECIAL PERSON IN MY FAMILY

MY SISTER

My sister is the last born in our family. She is 21 years old. I started living with my sister from when she was 12 years old, until when she was 20 years old. I have stayed with my sister for 7 years. During this time, there developed a good love between me and her. I feel as if she is my daughter. I really miss her very much.

When I was leaving for Australia she asserted me. It was a very sad day, she made everyone weep. I cried too. She was saying, "Oh, my dear sister, when may I see you again? Have you gone forever? Who am I left with?"

I always remember her sad words and they make me sad. Sometimes my tears pour out and I keep on remembering me when she stamped her name. I always dream about her. But I have I will see her again. My sister is the only person who can make me happy if she could be here in Australia and cure my homesickness.

Write to me my sister
Send me your photos my sister
Out my days my sister in my dreams
Feel the same feelings my sister
Take my advice my sister
Take my obey my sister
Don't forget our love.

Teresiah O

MY GRANDFATHER

In my childhood I remember one person who was special to me. That was my grandfather.

We lived together in a house with my family. I have two brothers and one sister, but my grandfather liked me more than the rest of the family and I also liked him.

We spent lots of times together, especially on school holidays we always went together to visit my daughter (my aunt). Also, if I asked him to do something for me, he never said, "no, I won't do it for you".

When my grandmother died, my grandfather left us, and I never saw him again. He died when I was married. I didn't go to the funeral because I was pregnant.

Krystina O

MY BROTHER AND MY NEPHEW

My brother was a special one in my family. My parents always loved him very much when he was young. My mother wanted him to have a good education but he didn't like study very much. My mother was always upset with him because my mother always wanted him to have a good future.

When he was married he changed his life. He worked very hard, he helped me to make pottery items at home. And he loved my father. He listened to my father and his wife.

Until now, he has had a good family. He had five children, four sons and one daughter. His children are grown up now. They are intelligent. I love them very much.

Now he has to look after my father. My father lives with him and my brother and his wife does everything for my father.

I really love the first child of my brother, my nephew. When I was still in Vietnam he was five years old. When I went somewhere he wanted to follow me. In the morning when he got up he wanted to see me and if I wasn't home he would ask my brother "where is auntie?" I would bring him the shops to buy something to eat because I went to the shops every morning. He liked me very much (and I loved him very much.

Now he [illegible] years old I still remember him.

Chan O

STORY OF MY DEAREST NEPHEW

The story begins in 1985. It was the month of November when my nephew was born. At that time I was single. Soon after Manjit was born his mother died. I was sorry about that I had to look after him. He was like my real son. I gave him all the love I could give.

When he was ten I got married. Then I came to Australia. I was very heartbroken to leave him back in India. It was one of the saddest days in my life.

When Manjit was four his father (my brother) got married. My step-mother was nice. She cared Manjit and let him. My nephew Manjit had a hard time when his step-mother came. I had gone back to India for a holiday when I found out about the matter.

Soon after, I adopted my nephew. The approval has been granted for Manjit to come and he should be here next month. He belongs to us and as part of our life.

Manjula O

MARIE'S SPECIAL PEOPLE

In this world I want to have a special person. He was my uncle but I'm sorry now because I lost him. Now my special person is my brother Kashim because he changed my life about learning briefly because I can read and write. I like my family and like my friends.

Australian people are very kind and helpful. I want to make a special thanks to the Red Cross because they have been taking me for five years to school and back. The volunteer drivers are very good, as if home-school, and very patient. Marie O

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Illustration 1:4

School, *(Migrant Women's Learning Centre, Northern Metropolitan College of TAFE)*
Sample student written text. Actual size: B5.

School

by
Maeo Treerat, Amina Rosina Lucia
Matilde Costanze and Sitamma Raju
Edited by Miriam Faine & Louise Tinney
Illustrated by David Pearson

Amina

I come from Somalia
I didn't go to school
I have two brothers and
two sisters. I was the
youngest girl. My brothers
went to school but my

4

sister and I didn't. At
that time only a few girls
went to school. Now it
is different

I stayed at home helping
my mother with housework

5

cooking, cleaning, washing
and shopping.

Every day we went shopping
at eight o'clock in the morning.
We bought fresh meat every
day. We didn't have a
refrigerator.

When I was young I helped

6

with cleaning and shopping.
When I was ten years old
my mother started to teach
me to cook. When I was
twelve years old I did all
the cooking.

I was married when I was
fourteen years old.

7

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Illustration 1:5

ANNE: BOOK 1, *(ESL Publishing Group, Inner London Education Authority)*
Sample teacher written text. Actual size: A4.

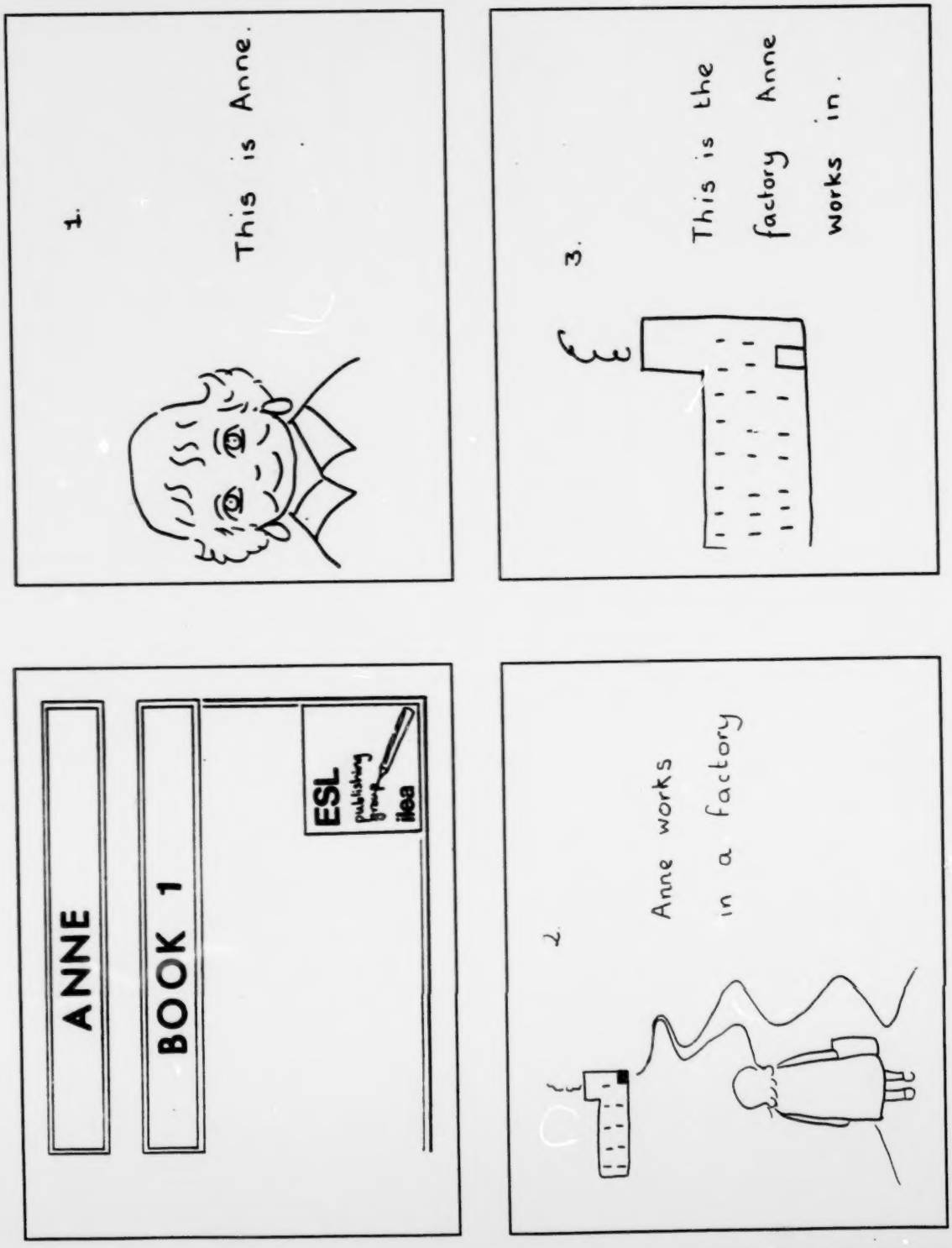
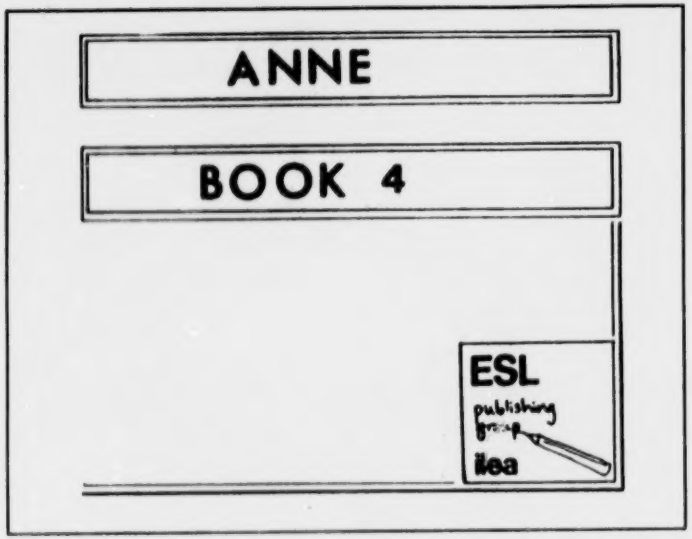
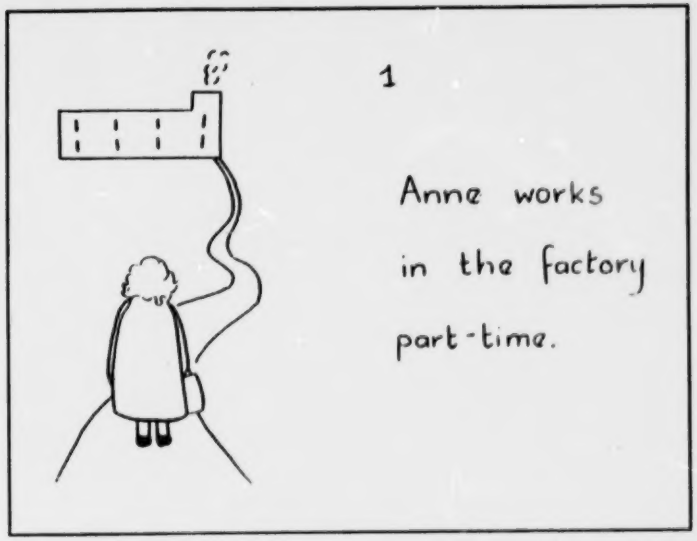
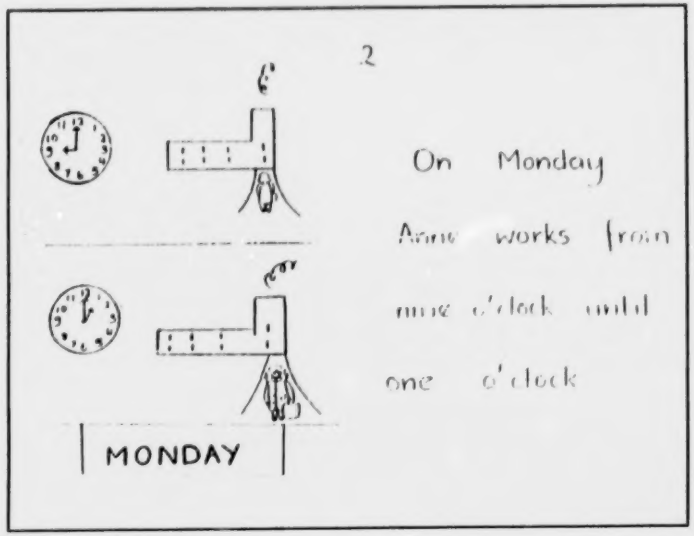


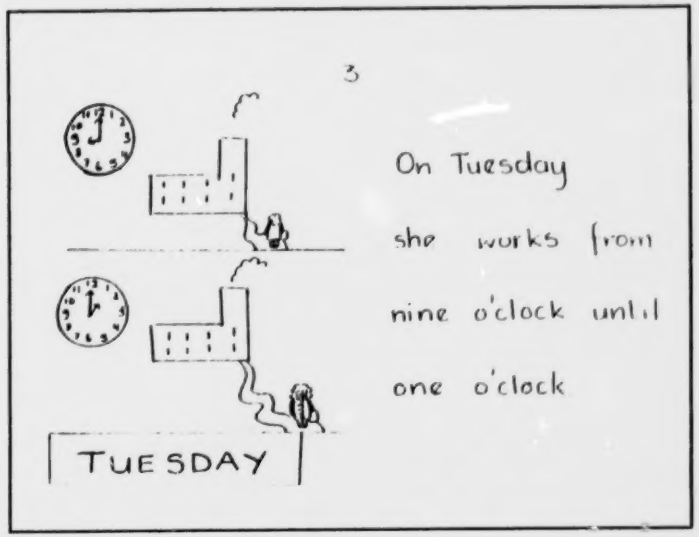
Illustration 1:6

ANNE: BOOK 4, (ESL Publishing Group, Inner London Education Authority)
Sample teacher written text. Actual size: A4.









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DIARY WRITING Level I

The worksheets in this topic were originally written for particular students. They have been adapted and included here as stimuli for teachers and also as models that will show other students how to start a simple diary. Because of their personal content, some are suitable only as models. These are included as **Illustrations**.
Illustration 1:7 is a sample student text, written after a student had completed worksheets 1:2 - 1:5. The teacher had scribed this for the student who read it back to the teacher.

Worksheets 1:2 - 1:5 practise typical lexis and structure that might occur in students' diaries. The worksheets can be used selectively.
Worksheets 1:6, 1:7 & 1:8 use a table as a substitution grid, in which students can choose from the different words in a column that are similar parts of speech to make new meaningful, correct sentences. This '**creative copying**' provides a model so students can produce correct sentences true for their own experience.

Worksheet 1:1 To introduce lexis for Worksheet 1:2

Discuss the pictures.
Read the captions with students.
Students match captions to pictures.

Worksheet 1:2 To make sentences about activities on different days of the week

Students read, match and then copy activity captions beneath the appropriate picture.
Read through the days of the week with students.
Students write the days of the week in the gaps to make sentences true for their own experience.
Students copy true sentences onto a diary sheet (Worksheet 1:8).

Worksheet 1:3 To practise sentences about activities on different days of the week

Students work independently to copy days of the week into blanks in the sentences.
Students match visuals to the correct sentence.

Worksheet 1:4 To practise reading and writing typical student diary entries

Students read the worksheet.
Students copy true sentences onto a copy of Worksheet 1:8.

Worksheet 1:5 To practise making diary entries from a substitution table

Elicit details of students' past week and write activities on blackboard in a column. Add 2 more columns for days and times, similar to the table on the worksheet.
Practise orally producing sentences from the table on the blackboard.
Students fill in the worksheet and then write some true sentences from the table in the bottom section.

DIARY WRITING Level I

Worksheet 1:6 Another substitution grid to give model sentences for diary entries

Ask round the class about students' activities.
Build up a grid on the blackboard as on Worksheet 1:6, listing days of the week in one column and where students went in another.
Build the sentences with '**went**' orally.
Use the worksheet to prompt students' written version.

Worksheet 1:7 To practise making diary entries on a calendar and writing sentences using '**going to**'

Students use the substitution grid to construct oral sentences about their future plans.
Students fill in days of the week and times in the gaps on the worksheet.
Students write future plans on the calendar.
Students copy complete sentences according to their calendar.

Worksheet 1:8 A master sheet for weekly diary writing
Make multiple copies.
Once students are capable of composing more extensive texts, this sheet will become too restrictive.

Students discuss their weekly activities.
Students write in their own diary sheets. Scribe for students if necessary. Students who can write by themselves could complete this stage at home.
Each student reads their diaries back to the teacher. Teacher corrects in class and discusses the meaning with the students.

Extension
Language Development: Teachers should transcribe their own students' oral language in order to build up texts, and then adapt the models of exercises in Illustrations 1:8 - 1:12 in order to build on the content of such texts for language development.
Illustration 1:8 is a reading exercise. Students scan their own text for certain words and circle them in the text.
Illustration 1:9 shows a sentence completion exercise and a comprehension exercise based on a student text. The sentences do not follow the sequence of the days of the week.
The second section introduces the idea of composition in order to answer '**wh**' comprehension questions.

DIARY WRITING Level I

Students need to learn how to manipulate the text to write complete sentences in answer to 'wh' questions. e.g.,

> *Tuesday* *She*
> *I stayed home.* ~~*I*~~ *made a shirt.*
>
> *When did she make a shirt?* ***She made a shirt on Tuesday.***

Illustration 1:10 - 1:11 show ways of teaching students to manipulate the original text to make a new sentences.
Illustration 1:12 shows further developments of Worksheet 1:6. These are called substitution tables or grids.

Illustration 1:7

Saturday
My husband went to the market.
I stayed home. I washed, cooked and did the gardening.

Sunday
I went to church. Then I cooked tea.
My daughter, her husband and one of their sons came for tea.

Monday
I went to visit my friend.
she is going to Italy on Thursday.
I gave her a letter for my mother-in-law

Tuesday
I stayed home. I made a shirt.
I sewed all day.

Wednesday
I didn't go to dressmaking. I was very busy.
I did housework all day. I washed the windows and the curtains.

Thursday
I made pasta sauce. My husband started work in the bathroom.

Friday
The car didn't start properly this morning.
My husband took the car to the garage.

Illustration 1:8

FIND THESE WORDS AND CIRCLE THEM

Saturday
My husband went to the market. I stayed home.
I washed, cooked and did the gardening.

Sunday
I went to church. Then I cooked tea.
My daughter, her husband and one of their son's
came for tea.

Monday
I went to visit my friend.
She is going to Italy on Thursday.
I gave her a letter for my mother-in-law

Tuesday
I stayed home. I made a shirt.
I sewed all day.

husband
market
church
daughter
tea
friend
Italy
Thursday
stayed home

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Illustration 1:9

A. 1. Her husband went to the market on _____

2. She went to church on _____

3. Her daughter cam for tea on _____

4. She visited her friend on _____

5. Her friend is going to Italy on _____

6. She didn't go to dressmaking on _____

7. The car didn't start properly on _____

8. She stayed home on _____

Monday Tuesday Wednesday
Thursday Friday Saturday Sunday

B. When did she make a shirt?

_____

When did her husband start work in the bathroom?

_____

When did she wash the windows?

_____

Illustration 1:10

Use the diary for your writing.

Monday
I went to visit my friend.
She is going to Italy on Thursday.
I gave her a letter for my
mother - in - law.

sister
Greece
Sunday
present
brother-in-law

I went to visit my sister

sister
brother
son
daughter
father
mother
grandson
grand daughter

Illustration 1:11

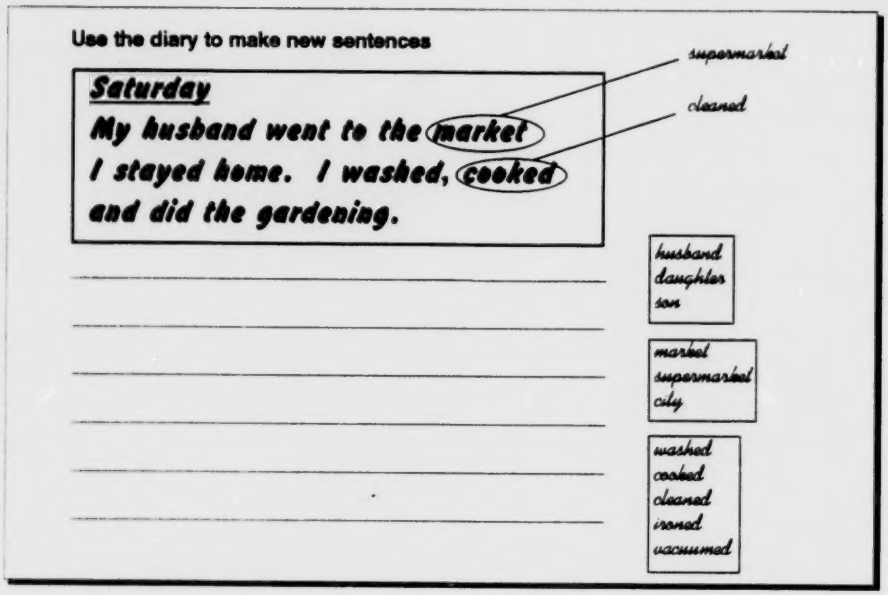
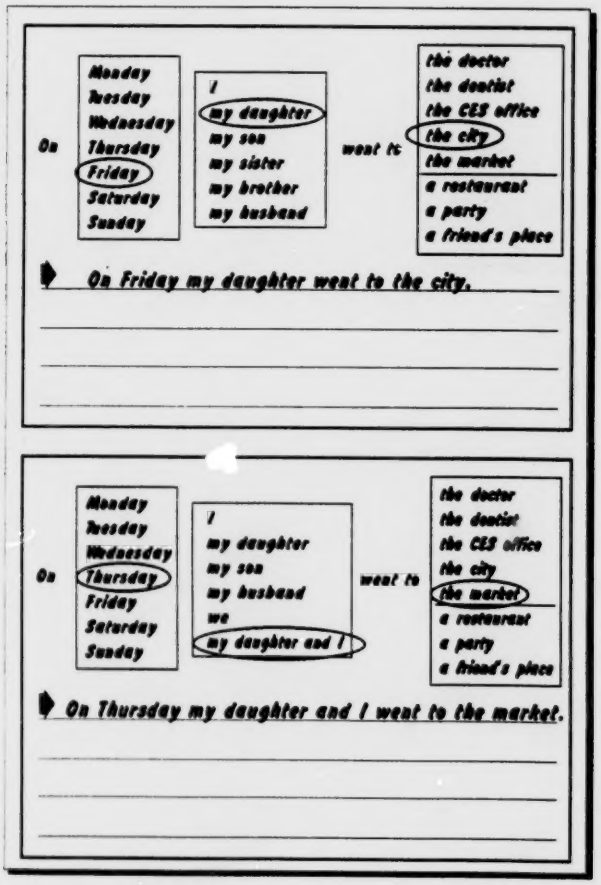


Illustration 1:12
Extension of Worksheet 1:6
(reduced version)



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DIARY WRITING Level II

These worksheets are based on students' texts which have been rewritten in standardised form.
Worksheets 1:9 & 1:10 are from one text and Worksheet 1:11 to 1:15 from another. They provide an introduction to and prepare students for writing their own diaries.

Worksheet 1:9 A sample of a student diary to encourage student writing
This has been rewritten in standardised form by the teacher. The text can be used as reading material and as a stimulus and model for students' own writing.

Tell students about the author. She has her own business with her husband and son. Her daughter and grandsons live with her.
Students read.
Ask questions to elicit and discuss the main events.
Ask students to circle the key words that indicate main events in the text.
e.g., ***Monday; shop; hairdresser***.

Worksheet 1:10 To practise scanning texts for specific information

Draw a time line on the blackboard to show the sequence of events in the first entry on Worksheet 1:9.
Check comprehension of **until** and **after** by using the time line.

In Part A students circle key words in the question, e.g., ***hairdresser***
Students scan the text (Worksheet 1:9) for these key words to answer the questions.
In Part B students write reminder notes on the calendar according to the information presented in the diary on Worksheet 1:9.

Worksheet 1:11 / Answersheet 1:12 A student diary rewritten and standardised together with reading comprehension questions.

Students answer questions and check their answers.

Worksheet 1:13 / Answersheet 1:14 A cloze exercise to practise **simple past tense**
This is based on the diary introduced in Worksheet 1:11.

Student complete cloze and check their answers.
More confident students may cover the jumbled answers at the top of the page.

Extension
Writing: Students keep a special notebook as a diary and are regularly encouraged to produce a piece of writing at home. Ask the students to write double spaced for proofreading ease, on the left side of a double page spread. After proofreading, they can write their second draft opposite, on the right hand page. Familiarise students with the benefits of composing a number of drafts.
Check the writing each time, correct it in or out of class and use it as a guide to new or difficult language items that require introduction or practise in class.

DIARY WRITING: KEEPING A JOURNAL

Level III

At this level, the routing of journal writing may serve to stimulate students to produce texts regularly and supplement other writing generated in class. For a discussion of journal writing as personal writing written without an audience in mind, see ***Writing Matters***. Some students may not appreciate the request to produce a daily diary as they may find it too restrictive or tedious or even invasive (see Illustration 1:1).

If students like the idea of a diary, use Level II worksheets as an initial stimulus. Students keep a special notebook as a diary and are encouraged regularly to produce a piece of writing at home.

Ask students to write double spaced for proofreading ease, on the left side of a double page spread. After proofreading, they can write their second draft opposite on the right hand page.
Check the writing each time, correct it in or out of class and use it as a guide to new or difficult language items that require class study and practice.

Students can use suggested topics, or topic of free choice, keep a record of daily events, or continue from class work. The following is a topic list from journal writing:

My family
My parents
A day I will always remember
A letter to a friend
A place I like to visit
A friend's memory I treasure
Something that really annoys me
A person I admire
My most precious possession
My first days in Australia
What I would like to do in the future
Something that happened to me as a child
If I was the Prime Minister ....
Weekends
The best holiday I ever had ...
My dream is to ...
Something I want to do this year
Something I want to do before I die
A childhood memory
Things that make me laugh
A person whom I am always pleased to see
My ideal man/woman
Things that make me cry ...
When I have a few hours to myself I ...
What I would change in the world ...
A fear I have ...
If I won first division in Tattslotto
If I could change the past, I would
The best thing that has happened to me ...
The time of year that I like best ...
A country I would like to visit is ...
Something I hold strong views about is ...
My favourite article of clothing is ...
My favourite room in the house is ...
A person who I would not like to meet is ...
My first job
My best/worst job

EXCURSIONS Level I & II

These worksheets are examples of language activities for use before, after and during an excursion, in this case, into a student's local community.
The topic demonstrates an alternative approach to using language experience to get students writing. In this case, it is based on a class activity rather than an individual experience as in a diary. Such a text can be used to produce further worksheet like the diary texts in Topic 1. For example, a cloze on lexical sets like **names of products**, or on **verbs** (past tense) or on relevant adjectives like **cheap, expensive, on special**.
These exercises also show how the language experience approach can generate writing in genres other than personal narrative, even at very low levels of literacy competence.
The exercises show how teachers can help students 'switch on' to the written language within which we are surrounded so they can use community facilities for their own sake and as an aid to self-accessing literacy skills through their daily activities.
Worksheet 2:1, 2:2 and 2:3 are based around a class trip to a shopping centre or market.
Worksheet 2:4 and 2:5 are sample worksheets for a visit to library. Worksheets need to be devised for the particular library being visited.
Worksheet 2:6 accompanies a role play on asking about useful organisations and addresses and noting their details.

Worksheet 2:1 A guided writing exercise

The reading passage introduces the idea of ***specials*** and ***cheapest*** and expressions of time like ***once a week, during the week, on Friday, always, usually***
Students complete sentences true for themselves.
Students copy their text onto a fresh piece of paper and rewrite as a composition.

Worksheet 2:2 A shopping habits survey leading to a simple report

Cut the worksheet in 2 halves.
Students work in pairs, with half the worksheet each.
Student A ask student B about their shopping habits.
Each pair reports back to the whole class.
Put this information on the blackboard and use to compose a class text on their shopping habits. The text can then be developed into a simple report.
Point out the difference between personal writing of the sort developed in Topic 1 that begins: '***Last Thursday we went to the ... market and bought ...***' and a practical text on class buying habits that uses the third person and a neutral tone to convey a tone of formality and objective information: '***In our class, 2 students usually shop at ...***'
Discuss the purpose of reports and where they are used.

Worksheet 2:3 A survey comparing shops in a local shopping centre
Fill in the most appropriate supermarkets for question 1 before handing out worksheet.

Students fill in.
Students can transpose this information into a brief report - '***Shopping in Northcote***'.

EXCURSIONS Level I & II

Worksheet 2:4 A questionnaire for students to understand library services

Exercise 1: Students read this information in the entrance foyer or ask for this information.

Exercise 2: Students walk around the library with the worksheet and tick off these signs as they find them.

Worksheet 2:5 Discussion activities to take place after the library visit

Students complete exercise 3 & 4.
Exercise 5 is a check list of new or important words.
Students can copy these in their personal dictionaries, check them in a bilingual dictionary or discuss their meaning.

Worksheet 2:6 A roleplay to practise asking for information from advice agencies
Change the questions on the worksheet to reflect local services.

Practise spelling words aloud and dictating names and addresses for students to jot down.
Set up a roleplay situation where the students' task is to ask the teacher (acting as the advice worker) for names and addresses of community services.
Students note these on the worksheet.
Students complete the dialogue in exercise 2 on the worksheet.
As students become more proficient and confident in asking for information add **'blocks'**, e.g., pretend to be busy; or rude; or direct students elsewhere so the student learns to react to unpredictable cues).
Practise out of class by sending students to (or phoning) the local library, CAB or other information source. Work out a list of questions in class first.

Extension

Reading: Junk mail is a very accessible source of reading texts and can be used with worksheets comparing prices (as in Worksheet 2:3). The texts also lead to **language development** and **vocabulary extension** describing clothes, colours, fabrics, etc.

Local newspapers are another free source of interesting information. Supermarket advertisements can be used to compare prices (as in Worksheet 2:3). Other sections publicise community services, new initiatives and small ads. Worksheets can be developed around such texts.

Library Use: Introduce beginner readers to local libraries as soon as possible. Some libraries have special literacy sections. Others include collections in students' first languages. Many countries do not offer a free accessible lending library as a community service, so the concept may be unfamiliar.

If a floor plan of the library is available, use it to introduce student to simple maps.

EXCURSIONS Level I & II

Access Information: Practise ringing 013.
Be prepared to spell out names and addresses in order to procure phone numbers of organisations or individuals. Use the roleplay procedure described for Worksheet 2:6 to practise this in class first, with the teacher playing the telephone operator.

Vocabulary: Wordsearch puzzles where students locate and circle target words in an alphabet grid help students retain new words. They also focus on spelling, especially initial and final consonants.

Numeracy: Ask students to take a fixed sum of money on the excursion and work out the change and how much they have spent. Write these up:

We took $16.00 and we have $3.48 left. So we spent $12.50.

Show how to check the docket against items purchased in a supermarket.

EXCURSIONS Level III

These worksheets are examples of language activities for use before, after and during an excursion.
The worksheets are necessarily samples, based on very common excursion locations.
The topic demonstrates an alternative approach to using language experience to get students writing. In this case, it is based on a class activity rather than individual experience as in a diary.
This information leaflet about the You Yangs is available from the Visitor Centre at You Yangs Regional Park, telephone (052) 823 356. Department of Conservation & Environment, Victoria have similar maps and leaflets for other attractions.

Worksheets 2:7 - 2:12 focus on reading information leaflets and then on composing an experiential or narrative recount of an excursion.
Worksheets 2:13 - 2:14 involve some related grammar study.
Worksheets 2:15 - 2:16 introduce collaborative writing of a simple report.

Preparation

Ask students if they have been to Geelong and if they have ever stopped at the You Yangs on the way.
Hand out a map of Victoria to groups of 3 students and ask them to find out the You Yangs on the map.

Worksheet 2:7 To familiarise students with the map and its symbols from the information leaflet

Study the map of the You Yangs Regional Park and point out the symbols.
Discuss their possible meaning.
Ask students what other information the map tells you.

Worksheet 2:8 Questions to understand the map on the information leaflet

Introduce and explain the **legend** and the list of **features**.
Students complete Worksheet 2:8 by referring to the map and information on Worksheet 2:1.

Worksheet 2:9 To scan the text on the information leaflet about the You Yangs Regional Park
The headings have been deleted.

Students match the jumbled headings from Worksheet 2:9 with the correct paragraphs on Worksheet 2:10.

Worksheet 2:10 Jumbled headings to match with Worksheet 2:3

EXCURSIONS LEVEL III

Worksheet 2:11 The complete information leaflet

Students check their version of Worksheet 2:9 with the complete original.

Worksheet 2:12 Comprehension questions on the leaflet text

Choose group leaders for each team of 3 students.
Cut up the questions and give a few to each group leader who has to make sure that her team agrees on the best answer and that one member writes the answer down.
Groups can swap questions so each group covers half or more of the total questions.
Compare answers across the teams.
Ask each students to write 3 additional questions about excursions and and ask another student to write the answers.
Ask each student to write 3 sentences about something interesting they saw or did on the excursion.

Worksheet 2:13 A study sheet for **prepositions of place**

Read through the worksheet with the sudents.
Explain that in English, certain prepositions are always used with certain categories of nouns.

Worksheet 2:14 To practise correct use of **prepositions with verbs of motion**

Explain that verbs of motion take particular prepositions, for example '**wait + for**'.
Students complete with the correct preposition.

Worksheet 2:15 To develop a model for writing a sample report
The worksheet is a jumbled version of an '**imperfect model**' report. It demonstrates a similar style and language level to students' early drafts, including short, dull paragraphs and longer, more detailed paragraphs, together with simple examples of **linking**: '***When you go there***' '***After that***' and **reference**:'***After the aviaries, ...*** ' '***When you walk along the paths***'.
The worksheet is used as both a model and a focus for redrafting. Students could use their own early drafts for similar exercises.
The excursion described here was to the Healsville Sanctuary.

Cut up the draft report along the dotted lines and hand out a set to each group of students to reconstruct the jumbled report.
Groups compare their different versions and discuss them.
Make an OHP transparency of each version of Worksheet 2:15 to show each groups' suggestions to the whole class.
Analyse their choices, asking '***Why do you think that sentence goes there?***'
Focus on the use of items of **reference** and other **discourse markers** as signposts that one sentence should come before another (e.g., words and phrases like ***after that; some***).

EXCURSIONS Level III

Ask students what else is typical of a good report. Elicit the notions of **paragraphs** and **introduction/body/conclusion.**
Ask students to paragraph the report in groups and again compare group answers; then discuss as a whole class.

Worksheet 2:16 To help students identify the function of sentences in a report
Worksheet 2:16 is a version of the Worksheet 2:15 report.

Remind students that a report should contain an **introduction, body** and **conclusion** and that each of these has a particular job or **function**.
Read through the first 3 examples on Worksheet 2:16.
Class brainstorms on the blackboard a list of jobs that sentences might do, e.g.,

introduce a new topic
give more information about a topic by describing it ...
give more information about a topic by explaining it ...
give more information about a topic by relating it to the audience
explain a new word
link two paragraphs.

Class fills in the table on the worksheet in groups by deciding which sentences in paragraph two perform which functions, e.g.,

Sentence 4:	***explains the word 'aviary'***
Sentence 6:	***gives more information about the topic (i.e., describes the words)***
Sentence 7:	***gives more information about the topic and relates it to the audience (i.e., tells what visitors can do in the aviary)***
Sentence 8:	***finishes the old topic and introduces a new one about the education area. It links two paragraphs.***

Class looks at Worksheet 2:16 again and describes if each paragraph has enough information. Two paragraphs (those dealing with the education area and the different sections for the animals) are a bit short.
Students in groups write additional sentences for these paragraphs (based on their experience on the excursion).
Place student sentences on the OHP for discussion, editing and final inclusion in the report.
As a final step, compare the original version on Worksheet 2:15 and discuss and record on the blackboard the students' observations on how it has been improved.
Students prepare a final draft of their own report, focussing on the paragraphs of the body and on the functions of each sentence in the paragraph.
Ask students if any information is still missing from their own report.
Ask students to write a draft paragraph to include this information, edit it and discuss it.
Elicit the function of each sentence in the new paragraph.
Look at the links between the paragraphs and examine the whole text.

Extension

Writing: Collect short reports from a variety of contexts and use these techniques to analyse their language structure.
Students write their own reports of a class excursion. The collaborative - process aproach demonstrated from worksheet 2:15 and 2:16 could be used to develop their drafts.

LETTERS FROM SCHOOL — Level I

These worksheets introduce letter writing at a very early stage by contextualising it within learners' direct experience. They are based on letters written in one particular class.

Worksheet 3:1 and 3:2 are based on a letter the class wrote to a student whose son was sick.
Worksheet 3:3 to 3:6 are based on a letter to the teacher explaining a child's absence.
Worksheet 3:7 revises and extends the letters to slightly different contexts.
Worksheet 3:8 extends the topic to include choosing simple greeting cards.

Preparation

Set the context of the situation by discussing the reasons students may be absent from their English class.
Use any suitable opportunity to construct a text on blackboard using class suggestions.
Lay it out like this:

27th August 1993

Dear Amina,

We are thinking of you. We hope Mohamed is home from hospital.

We hope to see you here soon. Everybody sends their love,

Natalia, Eugenia, Suong, Buoy, Ria, Chung, Rosina, Maryan, Connie and Zoi.

Read aloud with students a couple of times.
Draw around sections of the original text on the blackboard to indicate layout.
Draw lines indicating layout on students' paper. Students copy the letter and then read individually.
Copy the letter on to a large sheet of paper and cut it into chunks corresponding to sections of the text: greeting, date, message, ending.
Students reconstruct text in pairs, and identify different sections.
Students copy again to produce a version to be posted.
Draw an envelope on the blackboard.
Students copy their own name and address onto the envelope. Students may need lines indicating layout drawn on the envelope.
Students post their letters.

LETTERS FROM SCHOOL — Level I

Worksheet 3:1 To revise letter layout and formulae

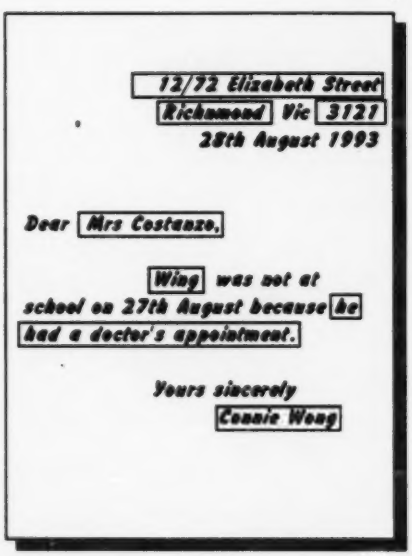
Students re-read the text of their copy of letter.
Write complete text on board and erase the words deleted in worksheet 3:1.
Students read and predict missing words.
Students complete cloze using words supplied beneath text.
More confident students can cover missing words and use as a spelling check.

Worksheet 3:2 To revise envelope layout

Students cut out name and address and paste on envelope.

Worksheet 3:3 To write an absence note to school

Introduce the topic with discussion about informing teacher of child's absence at school due to illness or other problems.
Jointly construct the text of a letter on the blackboard, using details of one students.
Hand out Worksheet 3:3 and practise reading the text aloud.
Students copy the text.
Vary details for another student and use the model text on Worksheet 3:3 produce a new text on the blackboard.
Write new information on pieces of paper and stick over Worksheet 3:3.
For example:


12/72 Elizabeth Street
Richmond Vic 3121
28th August 1993
Dear Mrs Costanzo,
Wing was not at school on 27th August because he had a doctor's appointment.
Yours sincerely
Connie Wong

Read new version(s) through with students.
Compare features of this letter like formality of greeting and ending, with the previous letter in Worksheet 3:1.

LETTERS FROM SCHOOL Level I

Worksheet 3:4 To practise writing absence notes to school

Write the text of Worksheet 3:4 on the board, erase words as in worksheet, and read the whole text aloud with the class.
Re-read text on Worksheet 3:3.
Students complete cloze using words supplied beneath the text on Worksheet 3:4.

Worksheet 3:5 To practise writing absence notes from school

Students re-sequence text and compare their own original.

Worksheet 3:6 For students to write their own letters

Students to complete the information.
Alternatively, provide lines ('**scaffolding**') indicating layout, without giving any prompts.

Worksheet 3:7 To prompt additional letters

Students choose situation and write a card or letter as appropriate.
Students may need individual assistance to complete this exercise, by teacher scribing or writing the main part of the text and leaving details for students to fill in.

Worksheet 3:8 To help students choose appropriate greeting cards

Show students a collection of greeting cards.
Help students identify each kind of card, giving reasons for their decisions.
Discuss appropriate occasions and recipient for each card.
Contextualise the idea that greeting cards are arranged in sections in a shop with a visit to a newsagent, or perhaps a photo.
Hand out Worksheet 3:8 and read the list of section headings from a Greeting Cards department.
Students match the cards with headings on the worksheet.
Write some handwritten messages on the cards and hand out a card to each student.
Students read the message in their cards and then passe it to their neighbour in the class.
Pass the cards right round the class and then ask each student to read one message aloud.
Hand out blank cards to students and ask them to write a suitable message to another student in the class if they wish.
Ask students to show the card they received and read the message aloud to the class.

Extension

Writing: Further work on writing greeting cards can be found in NCP framework ***Beginning Reading & Writing***.
Letters from school are also covered in ***Hello Australia*** workbook.
Letters are tackled in detail in ***Writing Letters*** by Wendy Moss.

POSTCARDS Level I

These worksheets assist students to write conventional holiday postcards. They are based on examples of '**authentic**' (actual) postcard texts.
Discuss who we send postcards to and why.

Worksheet 4:1 A sample postcard as a model
Use an OHP to enlarge if using with a group.

Class reads the text of the model postcard.
Draw their attention to features, e.g., ***greeting, ending, 'shorthand' style.***

Worksheet 4:2 To build up a typical postcard text

Cover the words at the bottom of the postcard.
Students read aloud and predict missing words.
Students uncover words at bottom and cut out and place correctly on postcard text.

Worksheet 4:3 To practise constructing a typical postcard and layout
If possible students should complete without referring to Worksheet 4:1 text and layout.

Cut up their postcard text on the top half of the worksheet into jumbled chunks.
Students should paste each chunk onto postcard blank on the bottom half of the worksheet.

Worksheet 4:4 A master sheet to practise laying out and writing a typical postcard

Students copy text from Worksheet 4:1 onto the first blank postcard, changing the date, the sender's address and signature to their own.
Students write their own postcard text on the second blank changing the text as much as they feel confident to do so.
Alternatively, the class could construct a new text jointly onto the blackboard before copying on to the worksheet.

Extension
Writing: Purchase some appropriate postcards, if possible together with the students. Students compose own text. Teachers may need to provide keywords, or in some cases scribe for the students.

POSTCARDS Level II & III

At these levels, these worksheets should be used selectively to help students feel confident in sending postcards with longer messages. These worksheets also help students understand how language use varies according to different situations and how particular text types have their own features.
Use authentic postcards as models, looking at the picture as well as the text. Discuss the purpose of postcards and how they might differ according to the relationship with the recipient.

Worksheet 4:5 & 4:6 Example of four postcards

Examine the texts and speculate on the relationships between sender and recipients, kind of trip and so on.
Elicit some of the features of postcard text type that are highlighted in these worksheets.

Worksheet 4:7 Questions to promote text study of postcards on Worksheets 4:5 & 4:6

Students discuss the questions in pairs and write in the answer.

Worksheet 4:8 To focus on the use of **abbreviations, reduced sentence forms** and **punctuation** in postcards

Students look at Worksheet 4:5 & 4:6 and note words omitted, abbreviations and use of emphasis.
Students list these at the top of Worksheet 4:8.
Use a blackboard or OHP of the text from the bottom half of Worksheet 4:8 and rub out the highlighted words to demonstrate sentence reduction.
Discuss with students why sentences are reduced on postcards and where else is it conventional to reduce sentences (notes, messages, telegrams...).
Teach the words **convention/conventional** (Use analogy with clothes, e.g., white dresses for a bride).
Complete exercise 1 & 2 on the bottom of the worksheet.

Worksheet 4:9 To focus on the use of punctuation marks to show emphasis on postcards

Read through Worksheet 4:9 with students.
Students complete.
Discuss where else we show emphasis in the same ways (notices, for example see Topic 5).

Extension
Writing: Students compose postcard texts, if possible on real postcards.
Prompt them with a skeleton text where part of a text is provided, e.g., the beginning, or with a list of topics (purposes) to choose from.
If appropriate, post them. (As students may not usually write postcards in English, and their normal correspondents may not read or understand English, check that the recipient is an appropriate person for the student to correspond with in English; this is unlikely to be a close relative.)

LOST & FOUND Level II

This topic introduces students to the use of small ads and extends the theme to include some other authentic reading material.

Preparation

Discuss with the class what valuable objects they may have lost and when, where, etc.
Elicit questions from the students -

What did you lose?
Was it very valuable?
When did you lose it?
Where did you think you lost it?
Did you get it back or find it again?

Students ask each other the questions in small groups and then report any exciting stories to the whole class.
Make a list on the blackboard of what procedures are appropriate to retrieve **lost property**:

ring the MET lost property
report the loss to police
put up a notice in the Milk Bar window
advertise in the local newspaper

Students in pairs look for the telephone numbers for MET lost property, a local shopping centre, a large department store, their local police station and so on.
List the telephone directory pages for these on the blackboard.

Worksheet 5:1 Some lost and found ads from a local newspaper as a model text

Read the example ads on the worksheet.
Discuss the use of capital letters, reduced sentences and layout.
Teach useful vocabulary:

valuable
of sentimental value
in the vicinity

and words for parts of a watch: ***face, band, hands, gold, leather, digital.***
Ask students to layout appropriately the jumbled notice on the worksheet so they can display it in a milk bar. Discuss layout and use of different typeface or print in notices and point out notices have to be clear so people see them easily and read them quickly, e.g., in a supermarket.
Hand out large pieces of paper so students can focus on display.
Students take a good look at their own watches, then put them out of sight and either write a lost and found ad or a lost notice for their watch.
Display these around the classroom.
Collect all the 'missing' watches, hand them around the class (if nobody minds) and have students 'find' the watches according to the description on the notices or ads.

LOST & FOUND Level II

Worksheet 5:2 A police property report form handout

Hand out Worksheet 5:2 and discuss it with students. Ask:

Who filled in the form?
Who was the victim?
What did she lose?
Was there any money in it?
What colour was the bag?
Was it lost or stolen?
Whereabouts did she lose it?
What time?
What was the date?

Check lexis: ***property, victim identification, insured, value, particulars of loss.***
Discuss students' experiences (if any) of stolen cars.
Students should read the car section and check they understand the questions.

Worksheet 5:3 A section of small ads for reading comprehension

Students skim ads for gist and answer the questions.

Worksheet 5:4 A short article about a missing child for reading comprehension

Refer back to the missing person ads on Worksheet 5:3.
Ask the students what information would be needed to identify a missing person.
Write up suggestions on the blackboard:

name, age, address
appearance, clothes, hair, colour, build
height, distinguishing characteristics
time, place last seen.

Ask students to formulate in pairs a grammatical English question for each point on the blackboard list, e.g., for **appearance** '***What does he look like?***'
Collect these when finished and copy on to an OHP or the blackboard and edit.

Hand out Worksheet 5:4 '**Tough Toddler**' and ask the students to look for the answers to the questions they have written.
There may not be an answer to every question, or they may use the photos in information (as with a real missing person notice).
At Home in Britain Pack 4 contains further activities around reading and composing lost property and missing person ads.

Extension

Listening: Record a missing person item from a news broadcast. Students listen for answers to their questions.

Grammar: ***Building Strategies*** (Unit 6: Mandy is Missing) integrates language development work around the present perfect tense ('***How long has she been missing?***') with a 'lost child' story.

NUMBERS, DATES & APPOINTMENTS Level I

These worksheets introduce and practise cardinal numbers, ordinal numbers, days of the weeks and months. They also give students opportunity to practise writing them in common contexts: filling in cheques and bank form, and reading appointment cards.
The material needs to be introduced and practise over several classes rather than dealt within a single lesson or series of lessons.
These worksheets should be used selectively and supplemented with other practise exercises and integrated with topics, like Diary Writing, Postcards and Letters to School.
Worksheets from this section could also serve as a 'warm up' at the beginning of any class.
Some students, usually from preliterate societies, may not be familiar with the concepts of counting in large numbers, or with decimal systems, or even with the use of a calendar. ***Clocks and Calendars*** offers material to teach these.

Worksheet 6:1 To introduce numbers 1 - 7

Cut out the boxes.
Show students the visual and elicit the names of the numbers.
Students first match the numerics and then the words to the visuals.
Make more worksheets like this to practise other numbers.

Worksheet 6:2 To practise reading numbers 1 - 10

Students match words to numeric.
Make more worksheets like this to practise other numbers.

Worksheet 6:3 To practise copying numbers 1 - 15

Students trace over dotted numbers.
Students copy the numbers.
Better students can cover up the originals and attempt to write the words from memory.
Make more worksheets like this to practise other numbers.

Worksheet 6:4 A look-cover-copy-check sheet to practise spelling numbers from 1 - 100
This sheet can be kept by students as a reference (or copied into a notebook) to be used in banks, for cheques, etc.

Students copy the numbers in words.
Better students can cover the left hand column numbers in words and test themselves.
This exercise can be repeated every few weeks to help memory.
An alternative is to dictate numbers to students who write down the words.

Worksheet 6:5 To practise spelling numbers 10 - 100

Students fill in the gaps.
Practise reading numbers aloud, paying particular attention to syllable stress (***fourteen, forty, etc.***) Different stress is the major pronunciation difference between these numbers, rather than an exaggerated closure on the final consonant.
Make more worksheets like this to practise other numbers.

NUMBERS, DATES & APPOINTMENTS Level I

Worksheet 6:6 A master sheet for Bingo to practise comprehension of written numbers

Cut out bingo cards and fill in each card with randomly selected numbers (in words).
Hand each student a card.
Teacher calls out numbers randomly and students locate and mark them on the grid.
First student to mark all her squares calls out 'Bingo!' as the winner.

Worksheet 6:7 A quiz sheet to practise writing numbers
Use Worksheet 6:4 as a reference sheet for spelling.

Students read through the worksheet with the teacher, before answering questions.
The last question introduces an ordinal number and the spelling of dates.

Worksheet 6:8 To practise writing sums of money in words
This is important in order to fill in bank slips and cheques.

Students read the amount of money and then copy the words.
Better students can cover left hand column.
On the bottom half of the worksheet, students read the amount and write it in numbers.
Practise reading sums of money aloud, with natural stress patterns.
Use the blackboard to introduce larger and more complicated sums of money according to the level of students, including hundreds of thousands of dollars ($750,000); and also cents ($750,000.95).
Adapt the bingo cards (Worksheet 6:6) to practise comprehension of sums of money.

Worksheet 6:9 To practise filling in bank slips
Collect multiple copies of withdrawal/deposit slips for practice in class.

Show students a passbook and a withdrawal form and elicit knowledge of banking procedure.
Discuss students banking arrangements and experiences.
Visit a local bank if possible and discuss the meaning of terms like:

- ***bank***
- ***branch***
- ***account***
- ***deposit***
- ***withdrawal.***

Read the story.
Fill out the form.
Students fill out a 'real' form. If they have a bank account they can go to the bank and operate their account.

NUMBERS, DATES & APPOINTMENTS Level I

Worksheet 6:10 To introduce the days of the week and their abbreviations.

Write days of the week on the blackboard.
Elicit abbreviation.
Fold worksheet along solid line.
Read top half of the worksheet with the students.
Students cut out abbreviations on bottom half of the worksheet and match to full word.

Worksheet 6:11 To practise writing the days of the week and their abbreviations

Write full form of the week on the blackboard and read them aloud with students.
Divide the words into **syllables**. Ask students how many syllables they can hear. Show how '*day*' repeats (Be careful with *Wednesday* which is pronounced as 2 syllables).
Students fill in worksheet.
Better students can write the day without looking at the model.

Worksheet 6:12 To practise spelling the days of the week

Students trace days and then fill in missing letters.

Worksheet 6:13 To practise making sentences about the days of the week
The days of the week are presented in a vertical column so students scan for initial letters to assist word recognition.

Students complete sentences below.

Worksheet 6:14 A weather diary to practise writing the days of the week in sentences

Students scan the days of the week at the top of the page to identify the correct day.
Students copy the weather descriptions.

Worksheet 6:15 To introduce the months

Read through the months with the students.
Elicit the correct sequence of months and write on the blackboard.
Students cut out the months and sequence.
Students copy the months in sequence.

Worksheet 6:16 To practise the names of the months and abbreviations

Read through the worksheet with the students.
Teach the word '**abbreviations**'.
Students complete the table.

NUMBERS, DATES & APPOINTMENTS Level I

Worksheet 6:17 A birthday grid to practise names of months

Students ask each other their birthdays and record the date on the grid.

Worksheet 6:18 A model calendar to contextualise understanding and giving dates
Write the current month in the box and the grid and add the appropriate dates.

Discuss how students remember important dates and whether students use calendars.
Practise comprehension of ways of expressing the date orally.
For example:

What is the date today?
What's the date tomorrow?
What was the date yersterday?
What was the date a week ago?

Students circle their answers on the calendar (Worksheet 6:18) then compare notes.
Distinguish between:

What's the day?
What's the date?

If students find reading a calendar in a grid formal difficult, a strip calendar that focuses on one or more weeks only might help.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	1	2	3	4	5	6	7	8	9	10	11

Alternately, start with one week only (see Worksheet 6:19).

Worksheet 6:19 An alternate calendar for one week only

Add the month and dates. Use for practice of ordinal numbers as on Worksheet 16:18.
The worksheet could also be used for course timetables.

Worksheet 6:20 To introduce full and abbreviated written ordinal numbers on the blackboard
Read through the worksheet or show students the formation of ordinal numbers on the blackboard.
Practise pronunciation, especially **syllable stress**, e.g., ***fifteen***, ***fifty***, ***fiteenth***, ***fiftieth***.
Students match abbreviations to full forms of the words in the second exercise.

Worksheet 6:21 To practise writing abbreviated forms of ordinal numbers

Students complete the sequence orally.
Students select the right number from the bottom half of the worksheet to fill in the sequence and copy.
More confident students can fill in the gaps without copying the prompts

NUMBERS, DATES & APPOINTMENTS Level I

Worksheet 6:22 To practise using ordinal numbers for dates

Students fill in the worksheet.

Worksheet 6:23 A study guide setting out the three ways of writing the date
Point out that May, June, July are not abbreviated.

Read through the worksheet with students.

Worksheet 6:24 A practice sheet for writing the date in the three different ways

Students complete the worksheet.
Students fill in the worksheet, referring back to Worksheet 2:23 as necessary.

Worksheet 6:25 A quiz sheet to practise writing the date

On the blackboard revise the written form of dates if necessary,
e.g., ***10.10.90 or 10th October 1990***.
Read through questions with students.
Point out the contracted form '**what's**' and uncontracted '**what is**' (Although contracted forms are most usually used in speaking and uncontracted forms in writing, both are included here for reading practice).
Students complete the worksheet.

Worksheet 6:26 A simplified appointment card

Cover lower half of worksheet and help students read important information
day, date
time
patient's name
address
Students cut up missing information at the bottom of the worksheet and use it to reconstruct the text.

Worksheet 6:27 To help students identify important information on appointment cards

Students complete questions orally first.
Students cut out answers from bottom of worksheet and match to questions.
Students copy answers to questions onto worksheet.

Worksheet 6:28 To practise reading a selection of appointment cards

Scan the cards for the important information regarding time and date of appointment.
Students cut out notes on Worksheet 6:28 and place on the calendar on Worksheet 6:18.
Students copy the information onto the calendar in the correct place.

NUMBERS, DATES & APPOINTMENTS Level I

Worksheet 6:29 A model appointment diary for students to fill in
Add appropriate month and dates to diary before photocopying.

Students make reminder notes for future appointments or things that have to be done over the week.
Write these for the student if necessary.

Extension

Writing: **Numbers:-** Personal writing can include cardinal numbers, e.g.,
Nghia has _____children.
Effie has _____ grand children.
Lan has _____ sisters.
Conduct a survey around the class and write up the results as a report.
Extend this to the use of a grid; tabulate information; then write up the result,
e.g., ***There are _____ Chinese students in the class.***
They came to Australia between_____ and _____years ago.
A birthday calendar:- Make a birthday calendar of class members for display.
See ***NCP Framework: Beginning Reading & Writing*** for suggestions on how to use birthday cards.
Students can write **lists** of things to do, e.g., ***shopping***. See ***Writing Matters***.

Game: **Bingo Master Sheet:-** Worksheet 6:6
Make up bingo cards using either numeric or written date for a particular month.
Teacher or student calls out dates (or writes the date in number form on the blackboard).
Students check the dates off on their cards as they are called.

Access Information: **Banking**:- Students practise filling out different bank slips and cheques.

Life skills: **Calendar use**:- All students should obtain a wall calendar and be encouraged to display and use it (in English or in their first language). Students could also make a strip calendar of important dates for each month to display at home in a prominent place.

Telling time:- Practise telling time and reading various forms of recording time (clock face, digital, etc.).
See ***Fresh Start*** for ideas on how to teach comprehension of bills and **accounts**. These exercises help students scan for important information, including amount due, due date and where to send payments.
Students can complete a grid similar to that in Worksheet 6:19 including important details of accounts, e.g.,
amount due
due date
who to send payment to
Students then make reminder notes on the calendar (Worksheet 6:18).

NUMBERS, DATES & APPOINTMENTS Level II & III

These worksheets introduce and practise cardinal numbers, ordinal numbers, days of the weeks and months as well as practising writing them in common contexts of filling in cheques and bank form, and reading appointment cards.
The material needs to be introduced and practised over several classes rather than dealt within a single lesson or series of lessons.
These worksheets should be used selectively and supplemented with other practice exercises and integrated with topics like Diary Writing, Postcards and Letters to School.
Worksheets from this section could also serve as a 'warm up' at the beginning of any class.
Level II suggests the selective use of level I worksheets together with a few more complex exercises. It is assumed that many students will need to revise this material and will not be encountering it for the first time.
Some students, usually from preliterate societies, may not be familiar with the concepts of counting in large numbers, or with decimal systems, or even with the use of a calendar.

Worksheet 6:4 A look-cover-copy-check sheet to practise spelling numbers from 1 - 100
This sheet can be kept by students as a reference (or copied into a notebook) to be used in banks, for cheques, etc.

Students copy the numbers, cover the original and test themselves.
This exercise can be repeated every few weeks to help memory.
Alternative is to dictate numbers to students who write down the words.

Worksheet 6:5 To practise spelling numbers 10 - 100

Students fill in the gaps.
Practise reading numbers aloud, paying particular attention to syllable stress (fourteen, forty, etc.) Different stress is the major pronunciation difference between these numbers, rather than an exaggerated closure on the final consonant.
Make more worksheets like this to practise other numbers.

Worksheet 6:6 A master sheet for Bingo to practise comprehension of written numbers

Cut out Bingo Cards and fill in each card with randomly selected numbers (in words).
Hand each student a card.
Teacher calls out numbers randomly and students locate and mark them on the grid.
First student to mark all her squares calls out Bingo! as the winner.

Worksheet 6:7 A quiz sheet to practise writing numbers
Use Worksheet 6:4 as a reference sheet for spelling.

Students read through the worksheet with the teacher, before answering questions.
The last question introduces an ordinal number and the spelling of dates.

NUMBERS, DATES, APPOINTMENTS Level II & III

Worksheet 6:30 To practise spelling numbers
Students need to recognise the numbers and copy them to carry out the task. The worksheet assumes a certain level of numeracy and may be unsuitable for some students.

Students fill in the gaps to sequence the numbers.
Student sequence smallest to largest numbers.
Students count by 1s, 2s, 3s, 5s & 10s.

Worksheet 6:31 To practise writing sums of money in words
This is essential for filling in cheques.

Students complete the worksheet.
Practise reading sums of money aloud, with natural stress patterns.
Use the blackboard to introduce larger and more complicated sums of money according to the level of students, including thousands of dollars ($750,000); and also cents ($750,000.95).
Adapt the Bingo Cards (Worksheet 6:6) to practise comprehension of sums of money.

Worksheet 6:10 A spelling check worksheet for days of the week

Students use independently or as a test sheet. They do not need to cut and match.
Encourage Look-Cover-Write-Check techniques.

Worksheet 6:16 A spelling check worksheet for months of the year

Students use independently or as a test sheet. They do not need to cut and match.
Encourage Look-Cover-Write-Check techniques.

Worksheet 6:22 To revise using the abbreviated forms of ordinal numbers

Students fill in the worksheet.

Worksheet 6:23 A study guide setting out the three ways of writing the date
Point out the May, June, July are not abbreviated.

Read through the worksheet with students.

Worksheet 6:24 A practice sheet for writing the date in the three different ways

Students complete the worksheet.
Students fill in the worksheet, referring back to Worksheet 6:23 as necessary.

Worksheet 6:32 A quiz sheet to practise spelling of cardinal and ordinal numbers

Students fill in.
Students should note any persistent errors in a personal dictionary or other study reference and practise revising these with Look-Cover-Write-Check method.

NUMBERS, DATES, APPOINTMENTS Level II & III

Worksheet 6:33 To practise in writing dates

Revise the written form of dates.
Students complete.

Worksheet 6:34 To practise common time expressions associated with dates

Students write in the correct date. Students may need to refer to a calendar.

Extension

Writing: Encourage students to keep a **learning diary** through out their course to record information such as homework details, excursion dates, etc.
Students write **lists** of things to do - shopping, etc. See ***Writing Matters***.

Life Skills: Check that students can use an appointment diary or calendar in their private life (of course, this may not be in English).
Writing Letters by Wendy Moss has some more extending exercises on writing dates.
Read the '**fine print**' referring to cancellation of appointments on appointment cards on Worksheet 2:28. These may need to be enlarged.
See ***Fresh Start*** for ideas on how to present authentic **accounts**. These exercises help students scan for important information, including amount due, due date and where to send payments.
Students can complete a grid to note important details of accounts like gas, electricity and telephone, e.g.,

amount due
due date
who to send payment to

Grammar: Focus on **how much/how many** and **accountable/uncountable nouns** in English.
This could also lead to study of the correct use of **some/any/the**.
See ***Self-Access Grammar*** for some exercises and explanations.

Diary 1:1

Date: _____

DIARY WRITING

What did you do last week?

_____ _____ _____ _____

_____ _____ _____ _____

market	dentist
supermarket	housework
doctor	washing
bank	television

Diary 1:2

Date: _____

DIARY WRITING

What did you do last week?

_____ _____ _____ _____

_____ _____ _____ _____

market
supermarket
doctor
bank
dentist
housework
washing
television

Monday	Tuesday	Wednesday	Thursday
Friday	Saturday	Sunday	

On _____ I went to the market.

On _____ I went to the supermarket.

On _____ I went to the doctor.

On _____ I went to the bank.

On _____ I went to the dentist.

On _____ I did the housework.

On _____ I did the washing.

On _____ I watched television.

Diary 1:3

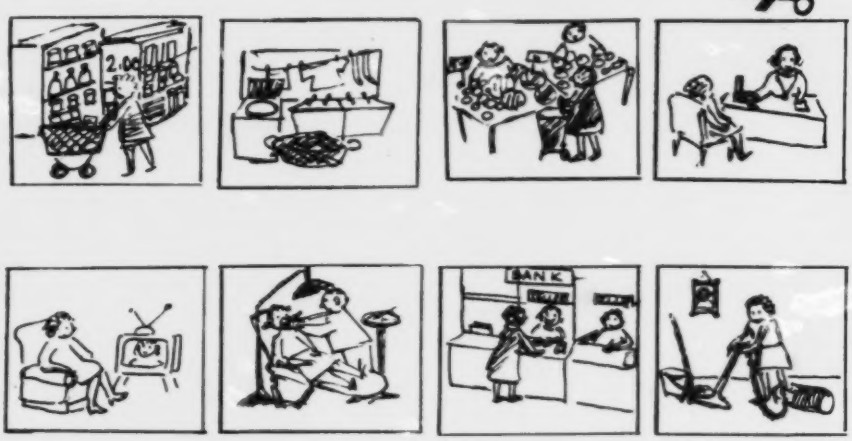
Date: _ _ _ _ _ _ _ _

DIARY WRITING

What did you do last week?

On _____	*I went to the market.*
On _____	*I went to the supermarket.*
On _____	*I went to the doctor.*
On _____	*I went to the bank.*
On _____	*I went to the dentist.*
On _____	*I did the housework.*
On _____	*I did the washing.*
On _____	*I watched television.*

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday



Diary 1:4

Date: _____

DIARY WRITING

What did you do last week?

Tick ✓ the true sentences. Write them in your diary.

Saturday

I went to the market.
I visited my friend.

Sunday

I went to mass.
I did the gardening.

Monday

I did the housework.
I went to the supermarket.

Tuesday

I went to the city.
I went to the doctor.

Wednesday

I did the housework.
I went to the bank.

Thursday

I did the washing.
I cooked dinner for my daughter.

Friday

I went shopping.
I went to visit a friend in hospital.

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Diary 1:5

Date: _ _ _ _ _ _ _ _ _

DIARY WRITING

What did you do last week?

	Monday Tuesday Wednesday Thursday Friday Saturday Sunday	morning afternoon evening
market	*Tuesday*	*morning*

I went to the market on Tuesday morning

Diary 1:6

Date: _____

DIARY WRITING

What did you do last week?

On

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

I went to the

doctor
dentist
solicitor
CES office
city
market

➧ *On Friday I went to the CES office.*

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Diary 1:7

Date: _ _ _ _ _ _ _ _

DIARY WRITING

What are you doing next week?

Circle the right words.

Write them on the calendar.

I am going to the | doctor / dentist / hairdresser / physiotherapist | on | Monday / Tuesday / Wednesday / Thursday / Friday | at | 10.00am / 10.30am / 2.00pm

I am going to | the city / the Victoria Market / Northland / the Preston Market | on _____ at _____

We are going to | an engagement party / a wedding / a 21st birthday party | on _____ at _____

My | daughter / daughter-in-law / son / son-in-law / mother / father / grandson / niece / nephew | is coming for dinner on _____ at _____

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

Diary 1:8

Date: _____

DIARY WRITING

Saturday

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

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Diary 1:9

Date: _ _ _ _ _ _ _ _ _

DIARY WRITING

Read the diary Mary wrote:

Monday 5th October

I got up very early on Monday because I had a few jobs to do. First I went to my hairdresser to get my hair cut and permed. I was there until 11 o'clock. After I finished at the hairdresser I went to our shop and I had lunch with my husband and my son.

Tuesday 6th October

My grandson woke me up about 8 o'clock. He came to my bed and he started to play with me. I played with him for a while, then I got dressed and I left. I had a doctor's appointment at 10 o'clock.

Wednesday 7th October

Today I had to go to work because I haven't been for a few days and all the jobs were there waiting for me to finish them. In the afternoon my daughter and I took my grandson for his injections.

Thursday 8th October

Sometimes on Thursdays I do the shopping in the morning. Today I went to the Preston Market and I bought all my vegetables and then I went to the supermarket. On my way home I stopped at my sister's house. I had a rest and a cool drink.

Friday 9th October

It is a cleaning day. I cleaned everything. In the afternoon I had a surprise visit. A friend came to see me. She came all the way from Shepparton. I hadn't seen her for a long time. We talked a lot.

Saturday 10th October

I went with my sister-in-law to Northland to buy a dress for her. She found a beautiful dress. In the evening my husband and I went to our friends' place for dinner. We had a good time.

Sunday 11th October

We all got up late. We had lunch and in the afternoon we went for a drive in the country.

Date: _____

DIARY WRITING

1. **Read the diary on Worksheet 1:9**
2. **Answer exercises A and B**

Ⓐ 1. What day did she go to the hairdresser? _____

2. When did she go to the doctor? _____
3. When did she go shopping? _____
4. What day did she go to work? _____
5. When did she do the housework? _____
6. When did she go out for dinner? _____
7. When did she take her grandson for his injection? _____

Ⓑ **Write Mary's appointments on her calendar. Use these words.**

3pm injections	*dinner*
hairdresser	*10am doctor*

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY

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Diary 1:11

Date: _ _ _ _ _ _ _ _

DIARY WRITING

Tuesday

I went to see my parents. I stayed there till lunch time and we had lunch together. My mother cooked parriccio especially for me.

Wednesday

The telephone rang early in the morning. It was my father asking me to take him to the doctor. He was feeling sick. I took him to the doctor and he prescribed some tablets.

Thursday

I cleaned the house. After that my daughter, grandson and I went to Northland shopping. My daughter was looking for a dress but she didn't find anything.

Friday

I did my shopping as usual in the morning and in the afternoon I went to Greensborough Shopping Centre to see if I could find some summer dresses. I bought a couple of dresses.

Saturday

I went to the shop for a few hours in the morning and in the afternoon we went to a friend's place.

Sunday

I slept in, then I cooked lunch and in the afternoon we went out.

Answer these questions. You may need another piece of paper.

a. Where did she take her father on Wednesday? _____

b. Who did she have lunch with on Tuesday? _____

c. Where did she go on Friday afternoon? _____

d. What did she buy on Friday afternoon? _____

e. Where did she go on Saturday afternoon? _____

TC

Date: _____

DIARY WRITING

Answer Sheet

Your answers may be a little different. Check with someone else.

Tuesday

I went to see my parents. I stayed there till lunch time and we had lunch together. My mother cooked pasticcio especially for me.

Wednesday

The telephone rang early in the morning. It was my father asking me to take him to the doctor. He was feeling sick. I took him to the doctor and he prescribed some tablets.

Thursday

I cleaned the house. After that my daughter, grandson and I went to Northland shopping. My daughter was looking for a dress but she didn't find anything.

Friday

I did my shopping as usual in the morning and in the afternoon I went to Greensborough Shopping Centre to see if I could find some summer dresses. I bought a couple of dresses.

Saturday

I went to the shop for a few hours in the morning and in the afternoon we went to a friend's place.

Sunday

I slept in, then I cooked lunch and in the afternoon we went out.

a. Where did she take her father on Wednesday? ***She took him to the doctor.***

b. Who did she have lunch with on Tuesday? ***She had lunch with her parents.***

c. Where did she go on Friday afternoon? ***She went to Greensborough Shopping Centre.***

d. What did she buy on Friday afternoon? ***She bought a couple of dresses.***

e. Where did she go on Saturday afternoon? ***She went to a friend's place.***

Date: _ _ _ _ _ _ _ _

DIARY WRITING

1. **Read the Diary again from Worksheet 1:11**

2. **Write in the correct form of the verb.**
   Choose from this list:

took	cooked	rang	cleaned
did	slept	bought	enjoyed
was	went	stayed	had

Tuesday

*I (**go**) **went** to see my parents. I (**stay**) **stayed** there till lunch time and we (**have**) _____ lunch together. My mother (**cook**) _____ pasticcio especially for me. I really (**enjoy**) _____ it with a glass of red wine.*

Wednesday

*The telephone (**ring**) _____ early in the morning. It (**be**) _____ my father asking me to take him to the doctor. He was feeling sick. I (**take**) _____ him to the doctor and he prescribed some tablets.*

Thursday

*I (**clean**)_____ the house. After that my daughter, grandson and I went to Northland shopping. My daughter was looking for a dress but she didn't find anything.*

Friday

*I (**do**) _____ my shopping as usual in the morning and in the afternoon I (**go**) _____ to Greensborough Shopping Centre to see if I could find some summer dresses. I (**buy**) _____ a couple of dresses.*

Saturday

*I (**go**) _____ to the shop for a few hours in the morning and in the afternoon we went to a friend's place.*

Sunday

*I (**sleep**) _____ in, then I (**cook**) _____ lunch and in the afternoon we went out.*

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Date: _____

DIARY WRITING

Answer Sheet

Tuesday

*I (**go**) __went__ to see my parents. I (**stay**) __stayed__ there till lunch time and we (**have**) __had__ lunch together. My mother (**cook**) __cooked__ pasticcio especially for me. I really (**enjoy**) __enjoyed__ it with a glass of red wine.*

Wednesday

*The telephone (**ring**) __rang__ early in the morning. It (**be**) __was__ my father asking me to take him to the doctor. He was feeling sick. I (**take**) __took__ him to the doctor and he prescribed some tablets.*

Thursday

*I (**clean**) __cleaned__ the house. After that my daughter, grandson and I went to Northland shopping. My daughter was looking for a dress but she didn't find anything.*

Friday

*I (**do**) __did__ my shopping as usual in the morning and in the afternoon I (**go**) __went__ to Greensborough Shopping Centre to see if I could find some summer dresses. I (**buy**) __bought__ a couple of dresses.*

Saturday

*I (**go**) __went__ to the shop for a few hours in the morning and in the afternoon we went to a friend's place.*

Sunday

*I (**sleep**) __slept__ in, then I (**cook**) __cooked__ lunch and in the afternoon we went out.*

Diary 2:1

Date: _ _ _ _ _ _ _ _

EXCURSIONS

The Shopping Centre

Read this story about Ester.

Ester does her shopping at Northcote Plaza once a week. Because she works during the week she does her shopping on Friday night.
She always writes a shopping list so that she does not forget anything.
Ester always buys specials and whenever she sees a red light in Kmart she runs to see what is on special. Usually she buys the cheapest if it is good quality.
Ester does not have children but she often goes shopping with a friend.
She buys her meat at different shops in High Street and her fruit and vegetables at the Psarakos Bros on the corner of High Street and Clarendon Street Thornbury.

Write about yourself:

I do my shopping at _____.

I go shopping on _____.

Make a true sentence with: ***always*** ***usually*** ***sometimes***

I _____ write a shopping list.

I _____ buy specials.

I _____ buy the cheapest.

I _____ take my children with me.

I buy my meat at _____ _____ and my fruit and vegetables at _____ _____.

Can you write some more sentences with *always*, *usually* and *sometimes*?

_____

_____

_____

Diary 2:2

Date: _____

EXCURSIONS

Shopping Habits

Name: .....

every day | once a week | once a fortnight | once a month

..... buys

MEAT _____

BREAD _____

FRUIT - VEGETABLES _____

SOFT DRINK _____

MILK _____

FISH _____

COFFEE _____

TOOTHPASTE _____

Name: .....

every day | once a week | once a fortnight | once a month

..... buys

MEAT _____

BREAD _____

FRUIT - VEGETABLES _____

SOFT DRINK _____

MILK _____

FISH _____

COFFEE _____

TOOTHPASTE _____

Diary 2:3

Date: _ _ _ _ _ _ _ _ _

EXCURSIONS

Shopping Survey

		Name	Price
1.	What are the specials in _____ ?		
2.	Where are the cheapest bananas?		
	Where are the best or nicest bananas?		
3.	Where are the cheapest sausages?		
	Where are the best sausages?		
4.	Where is the cheapest toothpaste (140g)?		
5.	Where is the cheapest shampoo (200ml)?		

Shopping Survey

		Name	Price
1.	What are the specials in _____ ?		
2.	Where are the cheapest bananas?		
	Where are the best or nicest bananas?		
3.	Where are the cheapest sausages?		
	Where are the best sausages?		
4.	Where is the cheapest toothpaste (140g)?		
5.	Where is the cheapest shampoo (200ml)?		

Date: _____

EXCURSIONS

Library 1

❶ Answer these questions:

a. The name of the library is _____.

b. The address of the library is _____.

c. The opening hours are _____.

_____

d. The telephone number of the library is _____.

e. There are other library branches at _____ and _____.

❷ Find and Tick

General Information	Computers	Fiction
Children's Collection	Toilets	Exit
Book Returns	Adult Collection	New Books
Photocopier	Toy Library	Learning English
Cassettes	General Fiction	Large Print

77

Date: _ _ _ _ _ _ _ _

EXCURSIONS

Library 2

❸ **True or False?**

a. You can borrow a video cassette for 2 months.

b. You can reserve items by telephone.

c. Children under 12 can borrow a toy for 2 weeks.

d. If you lose your library card you should report it.

e. A replacement card will cost $12.00.

f. You must pay for overdue or lost books.

❹ **Some questions to discuss.**

a. What are the names of 4 things you can borrow from the library?

b. Which things can you borrow for three weeks?

c. Which books are not for loan? Why not?

d. What are some of the services the library provides?

❺ **Some words to remember:**

borrow	***fiction***	***catalogue***
renew	***non-fiction***	***computers***
due date	***reference***	
reserve		
overdue		

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Date: _____

EXCURSIONS

Library 3

❶

Northcote Town Hall
Address: _____
_____
Hours: _____
Telephone: _____

Northcote Legal Service
Address: _____
_____
Hours: _____
Telephone: _____

Family Day Care
Address: _____
_____
Telephone: _____

Northcote Citizens' Advice Bureau
Address: _____
_____
Hours: _____
Telephone: _____

Northcote Community Health Centre
Address: _____
_____
Hours: _____
Telephone: _____

---

❷

Volunteer: Good morning. Can I help you?

_____: Yes please. I want some information about _____.

Volunteer: You can try _____.

_____: What's the address please?

Volunteer: _____

_____: And the telephone?

Volunteer: _____

_____: What hours are they open?

Volunteer: _____

Date: _____

EXCURSIONS

You Yangs Regional Park

Some features

- **The Visitor Centre**, built of granite and styled after the early local buildings, contains interesting displays and information about the You Yangs.
- **Great Circle Drive**. This scenic 10 km drive takes you to many features in and around the Park. The road is unsealed but suitable for conventional vehicles.
- **Flinders Peak Walk**. 3.2 km return. From the Turntable car park, climb up a well-made track to the highest point in the You Yangs, 348 metres above sea level. On a clear day you can see Mount Macedon, the Brisbane Ranges, Geelong, Corio Bay and the tall buildings of Melbourne.
- **East - West Walk**. 4.5 km. Allow two hours for this walk right around Flinders Peak. Start from the Turntable or Saddle car parks. There are fine views, interesting contrasts in vegetation recovering from the fire, and massive granite tors.
- **Aboriginal rock wells**. Reliable natural water is scarce in the You Yangs. To improve the supply, Aborigines created rock wells by chipping away depressions in the granite. Look for some of these on top of Big Rock, 150 metres west of the picnic ground.
- **Bluestone cottage**. The bluestone building near the Park entrance was originally a church, built in 1855. It became the Duck Ponds School in 1859 and has been an art gallery in recent years.

Further information

Please contact the Visitor Centre at You Yangs Regional Park, telephone (052) 82 3356, or the Geelong office of the Department, (052) 26 4667, if you would like to know more about the Park.

Diary 2:7

30

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A Time to Learn

Elsie Hi

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Diary 2:8

Date: _____

EXCURSIONS

You Yangs Regional Park Leaflet

Study the *map*, *legends* and list of *features* carefully on Worksheet 2:7. Then answer the questions.

❶ Match the name of these features and their description by drawing a line.

Bluestone Cottage	The highest point in the You Yangs. This peak was named after Matthew Flinders, the first white man to climb it. The walk takes 40 minutes along a constructed track from the Turntable car park.
Big Rock	A two hour walk around Flinders Peak, beginning at the car park, with panoramic views and some interesting examples of weathered granite.
East West Walk	From the top of this large granite tor, 150 metres west of the Big Rock picnic area, you can see Geelong, the Brisbane Ranges and a well formed Aboriginal rockwell.
Great Circle Drive	This cottage, on the right inside the park entrance, was built in 1855 as a church and is now an art gallery and private home.
Flinders Peak	A 10km tour of the sugar gum plantations, of the bone seed areas along the northern and steeper slopes, of the manna and natural red gum forests and of the replanted bird habitat areas.

Mark on the map where these features can be found.

❷ **Study the legend and then the map.**

Answer these questions.

a. How many toilets are in the park?
b. Is there a picnic area at Big Rock?
c. How many fireplaces are in the park?
d. Where would you find information about the park?
e. How many entrances/exits to the park?
f. What can you do at The Saddle?
g. Mark the route of the: Great Circle Drive
East West Walk
Flinders Peak Walk
Turntable Drive.

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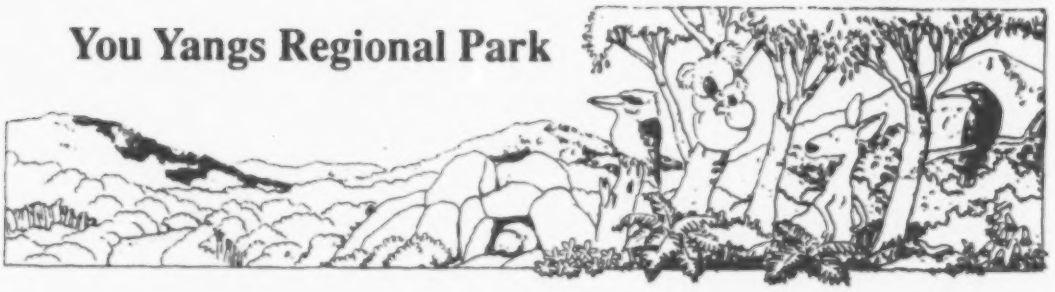
Date: _ _ _ _ _ _ _ _

EXCURSIONS

National Parks and Public Land

You Yangs Regional Park



The distinctive granite peaks of the You Yangs rise abruptly from the flat volcanic plains between Melbourne and Geelong. The name You Yangs comes from the Aboriginal words 'Wurdi Youang' or 'Ude Youang' meaning 'big mountain in the middle of a plain'.

Explorer Matthew Flinders was the first European to visit the You Yangs, on 1 May 1802 when he and three of his men climbed to the highest point. He named it 'Station Peak' but this was later changed to Flinders Peak in his honour.

The You Yangs Regional Park of 2025 hectares is managed by the Department of Conservation and Environment for recreation, nature conservation and forest produce.

The You Yangs are 55 km south west of Melbourne and 22 km north of Geelong. Access to the Park from the Geelong Freeway is clearly signposted via Little River or Lara. Alternatively, from Bacchus Marsh follow the Geelong Road, and the side roads to Lara. From the park entrance, the sealed Turntable Drive (one way traffic) leads to the main picnic area.

There are several picnic areas in the You Yangs, some of which have fire places, gas barbecues and tables; those with toilets are shown on the accompanying map. Camping is not permitted in the You Yangs; a wide range of accommodation is available in nearby towns.

Manna Gum, Yellow Gum, River Red Gum and Red Box are the main native trees found in the You Yangs. With sparse undergrowth of small bushes and grasses, they are found on the flat and gently undulating country. On steeper rocky hillsides there are Blue Gum, Red Stringybark, Red Ironbark, Long-leaf Box, Lightwood, Black Wattle and Drooping Sheoak.

The vegetation has changed considerably over the years. Boneseed, a native of South Africa, became established in the 1950s. Now a declared noxious weed, it has invaded large areas, choking out native plants. In one season, a mature boneseed plant can produce 50,000 seeds, which may lie dormant for up to 10 years. Boneseed is now thriving after the 1985 fire. The Department is trying to control the weed, and volunteer groups assist with hand pulling. Much of the original forest was cleared by early settlers, and eucalyptus plantations, mainly of Sugar Gum, Brown Mallet and Red Ironbark, were established to supply the local communities with firewood, posts and poles.

The diversity of plant life provides a range of habitats for wildlife. More than 200 species of birds have been recorded, so the You Yangs are very popular with bird watchers.

Mammals which you may see include kangaroos, koalas, Sugar Gliders, Brushtail and Ringtail possums and bats.

Plant, bird and mammal lists are available from the Visitor Centre near the Park entrance.

On 14 January 1985, a wildfire burnt more than 80 per cent of the park, severely damaging vegetation and taking a great toll of the wildlife. The plant life is recovering, although its composition is changing and studies show that birds and animals are returning to the area.

The You Yangs Regional Park is popular for picnics, walking, nature study and scenic drives. Horse riding is permitted only on tracks in the plantation area. Spring and early summer are the best times to visit.

Please remember:

- Fires must be lit only in the fireplaces provided and not on days of total fire ban. The You Yangs are in the Central Total Fire Ban District.
- Native plants and animals are protected by law and must not be disturbed or removed.
- Keep to the walking tracks - it's safer that way.
- Litter must be taken home.

Revised October 1991

Department of Conservation & Environment - Victoria

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Diary 2:10

Date: _____

EXCURSIONS

The fire of '85

Wildlife

The mountain in the plain

Looking after the You Yangs

Things to see and do

Facilities

Location and access

Plants - native and introduced

81

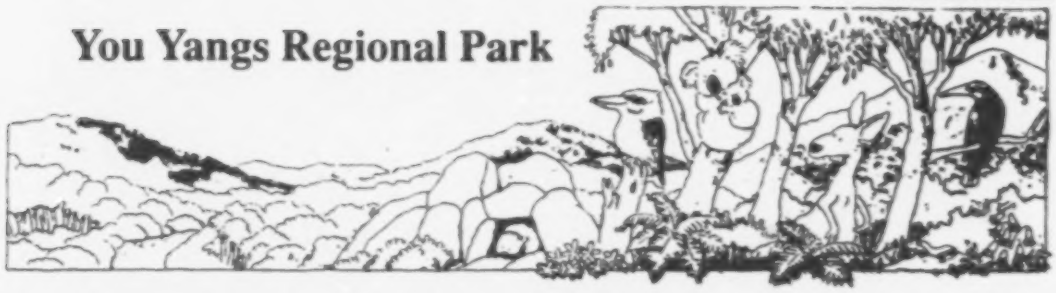
Diary 2:11

Date: _ _ _ _ _ _ _ _

EXCURSIONS

National Parks and Public Land

You Yangs Regional Park



The mountain in the plain

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Facilities

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The diversity of plant life provides a range of habitats for wildlife. More than 200 species of birds have been recorded, so the You Yangs are very popular with bird watchers.

Mammals which you may see include kangaroos, koalas, Sugar Gliders, Brushtail and Ringtail possums and bats.

Plant, bird and mammal lists are available from the Visitor Centre near the Park entrance.

The fire of '85

On 14 January 1985, a wildfire burnt more than 80 per cent of the park, severely damaging vegetation and taking a great toll of the wildlife. The plant life is recovering, although its composition is changing and studies show that birds and animals are returning to the area.

Things to see and do

The You Yangs Regional Park is popular for picnics, walking, nature study and scenic drives. Horse riding is permitted only on tracks in the plantation area. Spring and early summer are the best times to visit.

Looking after the You Yangs

Please remember:

- Fires must be lit only in the fireplaces provided and not on days of total fire ban. The You Yangs are in the Central Total Fire Ban District.
- Native plants and animals are protected by law and must not be disturbed or removed.
- Keep to the walking tracks - it's safer that way.
- Litter must be taken home.

Revised October 1991

Department of Conservation & Environment - Victoria

72960(71)

85

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Diary 2:12

Date: _____

EXCURSIONS

You Yangs Regional Park Leaflet

Read the information leaflet. Answer these questions:

1. What does the name You Yangs mean? _____

2. What language does the name come from? _____

3. Who was the first European to visit the You Yangs? _____

4. When did Mathew Flinders visit? _____

5. Is it all right to have a picnic there? _____

6. Is it all right to camp there? _____

7. What are the main Australian trees in the You Yangs Forest Park?

8. Why are the You Yangs popular with bird watchers? _____

9. What happened on 14 January 1985? _____

10. What activities can you do in the You Yangs? _____

11. What's the best time to visit? _____

12. Is it alright to light a fire anywhere you please? _____

13. Is it alright to light a fire any day you want to? _____

14. Would it be alright to bring a possum from the You Yangs back to Melbourne? _____

Diary 2:13

Date: _ _ _ _ _ _ _ _

EXCURSIONS

Prepositions of Place - Study Sheet

		Examples
in	+ names of streets + names of suburbs + names of cities + names of countries + names of shops [=inside]	***I live in Denham Street*** You make some more:
in the	+ rooms + city\country + car, taxi + picture + newspapers\magazines	
on	+ a flat surface + public transport + TV\Channels + the radio, radio station + the phone + business	***That's my pen on the table*** You make some more:
at	+ the table + home + work + school + the shops + names of shops	***My children are at school this morning*** You make some more:

87

Date: _____

EXCURSIONS

Prepositions with verbs of movement

Study this list of verbs and decide whether they **describe movement** or not. Underline the **verbs of movement**.

go	*meet*	*put*	*get*
run	*receive*	*sit*	*see*
wait	*give*	*stay*	*live*
stay	*fly*	*take*	*be*
climb	*climb*	*walk*	*stop*
jump	*drive*	*come*	*understand*

Choose a preposition to complete the sentences below:
You will need to use ***for, to, from, into, out of, on (to)*** or ***off***. It depends on the **meaning** of the sentence and the **direction** of the movement.

1. We went _____ the You Yangs for a trip.

2. We drove _____ Prahran _____ Geelong.

3. When we got _____ the Forest park, we walked _____ the picnic area.

4. On our walk we came _____ Flinders Peak. Some students climbed _____ _____ the top. This made them late, so they had to run _____ the bus.

5. The other students were waiting _____ the bus _____ the picnic area. The last students jumped _____ the bus and we drove the park.

Date: _ _ _ _ _ _ _ _

EXCURSIONS

Writing A Report

Healesville Sanctuary is a very interesting place to visit.
When you go there you must first catch a bus to Healesville.
It takes about an hour to get there.
When you go in the entrance you turn left and walk past some aviaries.
An aviary is a very big cage for birds.
In the aviaries you can see many different birds; parrots, eagles, kookaburras, owls, etc.
You can go into some of the aviaries and look at the birds close up.
After the aviaries, you pass the education area.
It has several classrooms and a theatre.
After that you keep walking along the patch which goes all around the sanctuary.
When you walk along the patch you will see everything - kangaroos, emus, platypuses, koalas, wombats, possums, snakes - everything.
All the animals are in different sections.
Some are in cages, but most of them are in fenced areas.
My favourite section is called animals of the night.
This is where the animals who sleep in the daytime live.
Inside it is dark, like the night.
There is just a little bit of light and it looks like moonlight.
In this light you can see the animals moving around, looking for food.
There are many other special areas there also, so there is something nice for everyone.

Date: _____

EXCURSIONS

Writing A Report

Each sentence in your report has a function:

Look at sentence 1.

Healesville Sanctuary is a very interesting place to visit.

The sentence ... *tells us that Healesville is very interesting*
tells us what the report is about
tells us to visit Healesville Sanctuary

We call it the **topic sentence** because it tells us what the report is going to be about.

Now look at Sentence 2.

When you go there you must first catch a bus to Healesville.

The sentence ... *tells us how to get there*
tells us about the bus
tells us some more about the place

This sentence tells us **additional information about the topic**.

What about sentence 3?

It takes about an hour to get there!

This sentence tells us _____

Now fill in this table:

Para	Sent. No.	Sentence	The function of the sentence
2	4	When you ... aviaries	
	5	In the aviary is ... birds	
	6	In the aviaries ...	
	7	You can go in ...	
3	8	After the aviaries ... you pass the ...	
	9	It has several ...	
	10		90

Diary 3:1

Date: _ _ _ _ _ _ _ _ _

LETTERS FROM SCHOOL

27th August 1993

Dear _____ ,

We are thinking of _____ . We hope Mahamed is home from _____ .

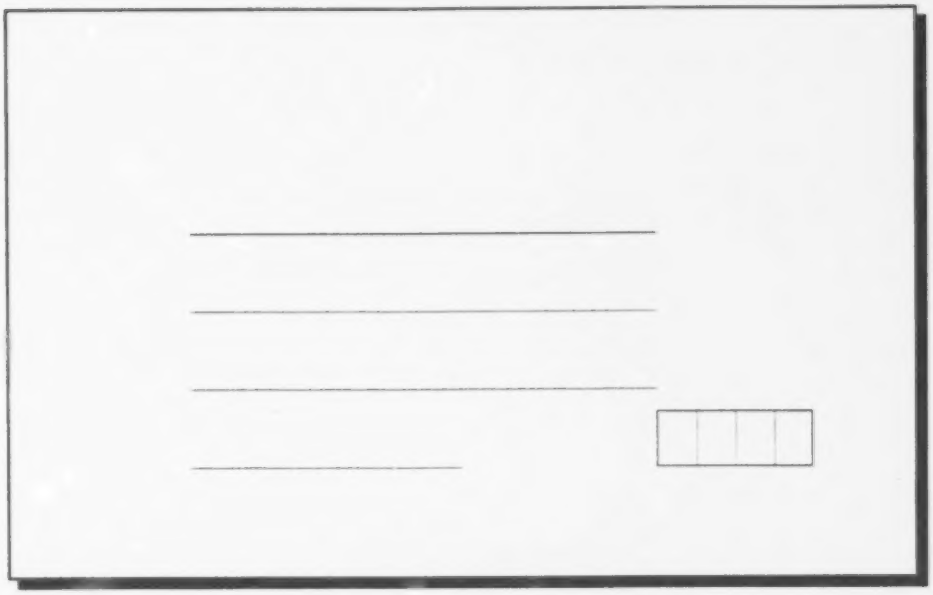
We hope to see you here _____ . Everybody sends _____ love,

Natalia, Eugenia, Suong,
_____ , Rin, Chung,
Rosina, Maryan,
Connie and _____ .

Amina	Buoy	soon	Zoi
you	their	hospital	

Date: _____

LETTERS FROM SCHOOL



3121

Mrs Amina Ibrahim

VIC

2/37 Elizabeth Street

Richmond

92

Diary 3:3

Date: _ _ _ _ _ _ _ _ _

LETTERS FROM SCHOOL

2/34 Ross Street
Northcote Vic 3070
28th August 1993

Dear Mrs Perkins,

Raksmi was not at school on 27th August because she was sick.

Yours sincerely

Rin Buoy

Da _____

LETTERS FROM SCHOOL

2/34 Ross _____
Northcote Vic 3070
28th _____ 1993

Dear _____ ,

_____ was not
at _____ on 27th August because
she was _____ .

Yours sincerely

Rin Buoy

Street Northcote August

Mrs Perkins Raksmi

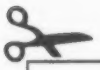
sick school

91

Diary 3:5

Date: _ _ _ _ _ _ _ _ _

LETTERS FROM SCHOOL



Rin Buoy
Dear Mrs Perkins,
2/34 Ross Street Northcote Vic 3070
Raksmi was not at school on 27th August because she was sick.
28th August 1993
Yours sincerely

Diary 3:6

ate: _____

LETTERS FROM SCHOOL

_____

_____

_____

Dear _____ ,

_____ *was not*

at school on _____ *because*

_____ *was sick.*

Yours sincerely

_____

Diary 3:7

Date: _ _ _ _ _ _ _ _

LETTERS FROM SCHOOL

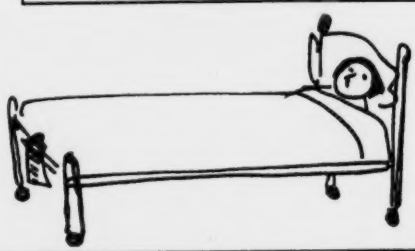
Now you write some letters.

Mariam's baby is sick. She can't come to class

Mai is in hospital.

Send her a card

WOMEN'S HOSPITAL
WARD 7 A



Nick can't go to school. His teacher's name is Helen.

Write her a note.

Diary 3:8

Date: _____

LETTERS FROM SCHOOL

Greeting Cards Department

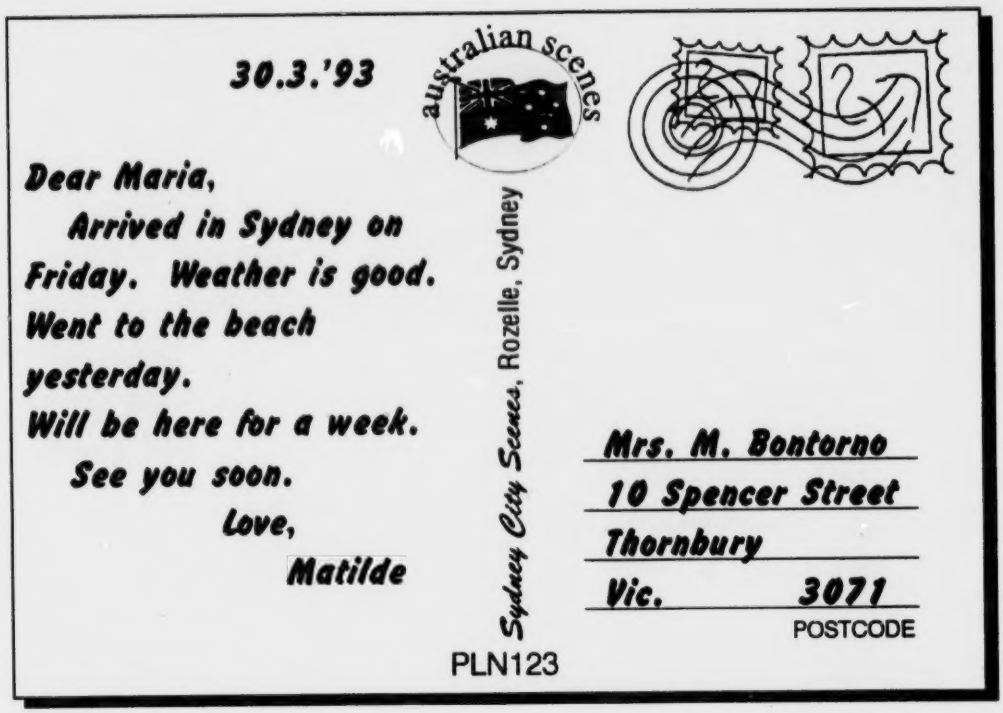
AGE BIRTHDAY
JUVENILE
HUMOROUS
MALE
SPECIAL BIRTHDAY
50TH BIRTHDAY
MOTHER
DAUGHTER
DAUGHTER-IN-LAW
GRAND-DAUGHTER
SISTER
SISTER-IN-LAW
AUNT
NIECE
BROTHER
BROTHER-IN-LAW
UNCLE
NEPHEW
COUSIN
SON
SON-IN-LAW
GRANDSON

GRANDFATHER
FATHER
HUSBAND
21ST BIRTHDAY
18TH BIRTHDAY
ENGAGEMENT
WEDDING
ANNIVERSARY
GOLDEN ANNIVERSARY
WIFE ANNIVERSARY
HUSBAND ANNIVERSARY
BABY
CHRISTENING
NEW HOME
BON VOYAGE
CONGRATULATIONS
THANK YOU
GET WELL
SYMPATHY
ALL OCCASIONS
BLANK FOR SPECIAL MESSAGES

Diary 4:1

Date: _ _ _ _ _ _ _ _

POSTCARDS

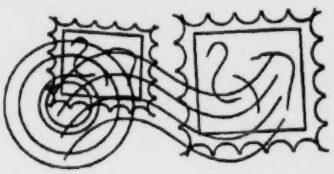


Diary 4:2

Date: _____

POSTCARDS

australian scenes



_____

_____ Maria,
Arrived in Sydney on
_____. Weather is _____.
Went to the beach
_____.
Will be here for a _____.
See you _____.
_____,
_____

Sydney City Scenes, Rozelle, Sydney

PLN123

Mrs. M. Bontorno
10 Spencer Street
_____
Vic. 3071
POSTCODE

Dear	good	week
yesterday	soon	Matilde
30.3.'93	Thorbury	Love
Friday		

100

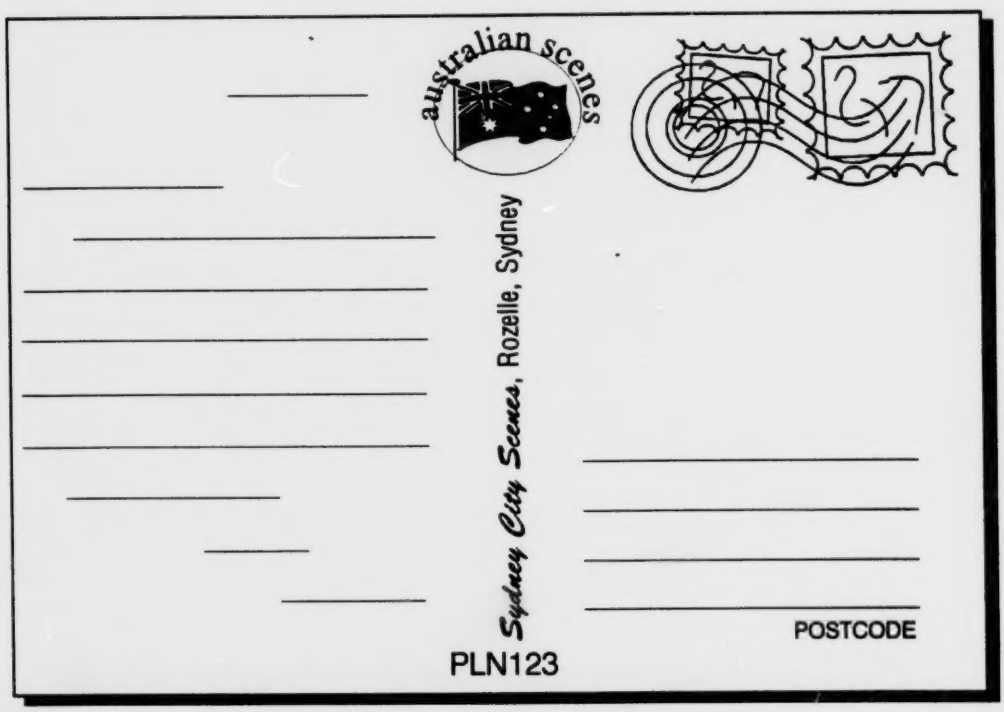
Diary 4:3

Date: _____

POSTCARDS

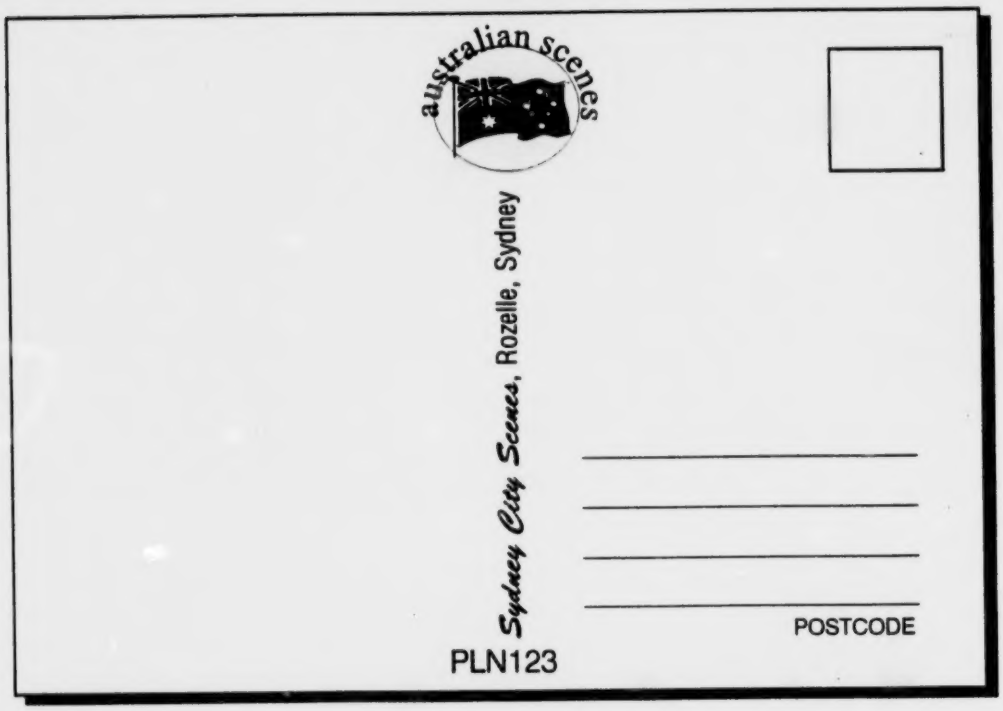
30.3.'93
Dear Maria,
Arrived in Sydney on
Friday. Weather is good.
Went to the beach
yesterday.
Will be here for a week.
See you soon.
Love,
Matilde

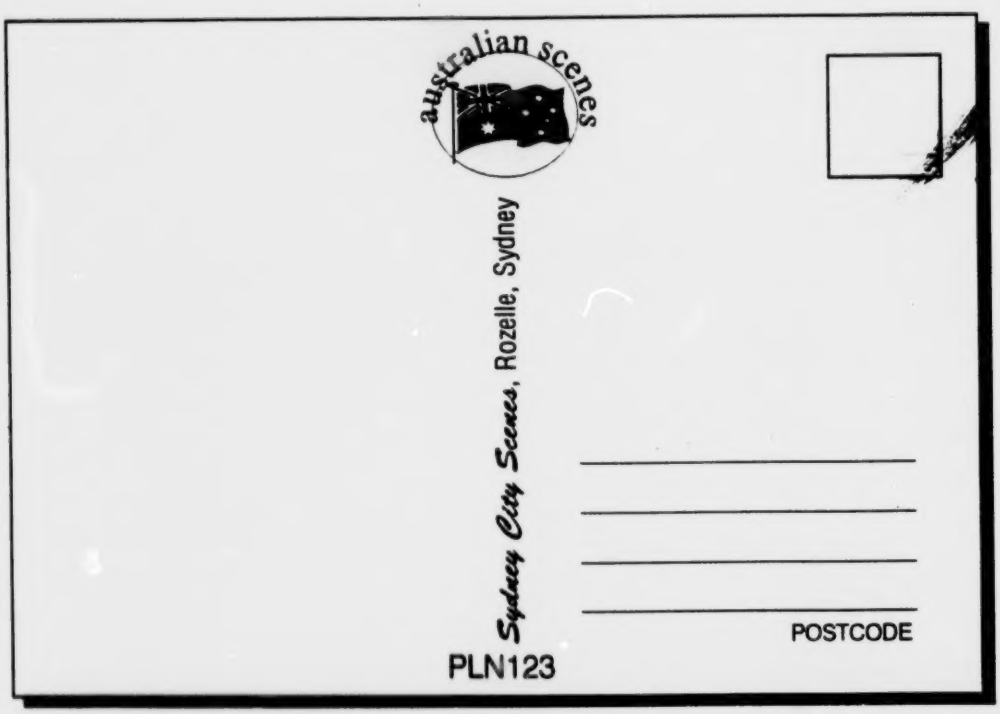
Mrs. M. Bontorno
10 Spencer Street
Thornbury
Vic. 3071



Date: _____

POSTCARDS





102

Date: _ _ _ _ _ _ _ _

POSTCARDS

A

AIR MAIL

29/8/93

Dear Paul,

Arrived safely in Paris. The weather's great - fine & 24° every day. Hotel is small & old but close to the station. Food is good but v expensive. The people are all friendly - only wish I could speak more French.

See you next month,

love,

Pam

Mr Paul Thompson
24 Driver St
Balwyn
Vic
Australia 3103

B

Sept 9th

Hi everyone!
Having a great time even though the weather has been lousy. Bill lent us his car so we have been sight-seeing each day - Port Arthur, Richmond, etc.
Hope you are not working too hard !

See you all on the 20th.

Regards,

Jan

distributed by Castle & Co Adelaide

Sales Staff
Sussan
240 Bourke St
Melbourne 3000
POSTCODE

Date: _____

POSTCARDS

C

Sunday 14th

Dear Chris,

Really enjoying life up here. Helen's flat is 2 mins from the beach, so we are swimming a lot. Weather is fantastic so we are quite brown. Leave for Sydney on Wed and spend 3 days with Mum. Should be back in Melbourne some time on Sun. See you then

love Alison XXX

Fancy Postcards of Australia, Sydney

Miss C Trail
16 Wilson St
Footscray
Vic 3011

D

Friday 16th

Dear Jeff & Joan,

Have seen so much since we arrived. NZ is really pretty - so green with water evrywhere. Spent 2 days in Auckland then drove south to Rotorua where we are now. Have seen boiling mud pools, gysers, waterfalls, Maori vi lages and last night we went to a Maori concert. Leave this pm for Taupo.

Love to all the family, Doug & Tanya
XXX

◆ **Rotorua, New Zealand - boiling mud pool.**

Mr & Mrs J. Gold
30 Baker Grove
Kew
Victoria 3101
AUSTRALIA

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Diary 4:7

Date: _ _ _ _ _ _ _ _

POSTCARDS

Why were they written?

_____

_____

How did they begin ? (Greeting)

(A) _____

(B) _____

(C) _____

(D) _____

How did they end? (Ending)

(A) _____

(B) _____

(C) _____

(D) _____

What did the postcards describe?

(A) _____

(B) _____

(C) _____

(D) _____

How did they describe the weather?

(A) _____

(B) _____

(C) _____

(D) _____

Write down some more words that describe -

People: _____

Places: _____

Weather: _____

Diary 4:8

POSTCARDS

What words have been shortened in :-

(A) _____

(B) _____

(C) _____

(D) _____

What words have been left out in :-

(A) _____

(B) _____

(C) _____

(D) _____

Here are some sentences from a postcard. You can take some words away and you can still understand the meaning.

e.g

~~We~~ *arrived safely* ~~last night after~~ *a pleasant flight. Tuyet* ~~was waiting~~ *at* ~~the~~ *airport to meet us.* ~~We have spent~~ *today sightseeing. Auckland is a beautiful city.* ~~The~~ *harbour looked lovely with hundreds of yachts* ~~sailing~~ *on it. I hope your cold is better.*

Rewrite the message here:

_____

_____

_____

Try doing the same here. Rewrite the message.

1.

We are now in Perth. We arrived yesterday. The weather is beautiful. We have seen so much and met so many interesting people on this trip. We will be back in Melbourne on 30th October so we will see you then.

2.

The weather is awful and I have a bad cold. I haven't seen very much of Sydney because of the weather but I am going to the Opera House this afternoon. I wish you were here.

Diary 4:9

Date: _ _ _ _ _ _ _ _

POSTCARDS

Punctuation

When writing postcards you can use dashes instead of full stops or commas to separate your ideas.

Copy the following messages adding dashes or full stops where it is necessary to divide ideas. Rewrite your postcards on the lines below:

1. *arrived yesterday was met by Julie and her family they have been very kind have made me feel very welcome their home is right by the sea so I will be doing lots of walking swimming and sunbathing I promise I won't get sunburnt.*

2. *arrived safely the weather has been good and we are enjoying the change of environment we did a quick tour of the town today and are looking forward to seeing more of the sights in the next few days*

To emphasize words in a postcard you can:

- use capital letters
- use underlining
- use exclamation marks

e.g.

Having a <u>wonderful</u> time - seen so many things.
Weather is FREEZING - good excuse to buy a coat!
See you when I get back
Maria

Now try and do the same on the message below.

Dear Pat,
Here I am in New York. It's cold and crowded and I keep getting lost but I love it. See you soon.
Spiri

107

Diary 5:1

Date: _____

LOST & FOUND

Some Lost and Found ads from a local paper:

LOST & FOUND
LOST
GOLD BRACELET
In Ivanhoe area Tues Sept 18. Sentimental value Please phone 459 1068.
LOST LADIES WATCH
Gold, Omega, Oct 17, vicinity Chapman and Munro Streets, MacLeod. Keepsake. Good Reward. 459 0679
READING GLASSES, in case lost in Mall, West Heidelberg morning of 15/10. Phone 459 6743
LOST & FOUND
LOST
GOLD BRACELET
In Ivanhoe area Tues Sept 18. Sentimental value Please phone 459 1068.
LOST LADIES WATCH
Gold, Omega, Oct 17, vicinity Chapman and Munro Streets, MacLeod. Keepsake. Good Reward. 459 0679
READING GLASSES, in case lost in Mall, West Heidelberg morning of 15/10. Phone 459 6743

Now can you write a 'lost and found' notice with the following information:

corner Bridge Road and Church Street
brown fabric and leather
Saturday morning
lost
ring 270 - 1731
Richmond
handbag
reward

108

Diary 5:2

Date: _ _ _ _ _ _ _ _

LOST & FOUND

Police report form

VP Form 221 — SUPPLEMENTARY CRIME/PROPERTY REPORT — * DEMO. USE ONLY *

Victim Index	Checked by	Property Tracing	Crime Code

This report supplements a previously submitted — (tick one box only): PROPERTY REPORT (LOST) [X] / CRIME REPORT [ ] — Prahran District — 2 / 1 / 1992 — Station

The following details must exactly match those provided on the previously submitted report form

Date of previous report ... / ... / 19 ...
Offence (if previous form was a Crime Report) ...
Occurred at (suburb) ... at ... hrs. on ... / ... / 19 ...
Victim: Family or Trade name: HILTON — Given names: Elsie — Phone (pr.) 815 2629 (bus.) 615 0999
Address 15 Denmark St Hawthorn

Checked by

(initials & no. of station sub-officer)

ADDITIONAL INFORMATION

(a) additional property stolen (or lost), describe each item fully and give value
(b) stolen (or lost) property recovered; state circumstances of recovery and if property is a motor vehicle give S.M.V.S. serial number and Melway's reference
(c) details where investigation of Crime Report reveals No Offence Disclosed (N.O.D.)
(d) any information which amends or supplements the original Crime Report or Property Report (Lost).

1 beige handbag containing $80 and personal papers.

lost item near the intersection of Punt Rd and Argo street, S. Yarra at 1100 hrs 24-12-91

identifiable.
not owned
value $100.00

DETAILS OF OFFENDER(S) OR SUSPECT(S)

Names (including aliases, etc.) of offenders or suspects. Print FAMILY NAME first.
1st Off./Susp. ... IBR no. ...
2nd Off./Susp. ... IBR no. ...
3rd Off./Susp. ... IBR no. ...

Description of Offenders or suspects

	Sex	Height	Hair	Eyes	Complexion	Build	Birth Place	DOB	Occupation
1st		cm							
2nd		cm							
3rd		cm							

Descriptive masks (scars, tattoos, deformities, moles, etc.), size and location —
1st
2nd
3rd

If suspects, state who identifiable by —

Arrest/summons details —

	Date Apprehended	Where Apprehended	Fingerprinted	Place of Residence when Apprehended
1st			Yes/No	
2nd			Yes/No	
3rd			Yes/No	

Member compiling brief(s) for case: Name ... Rank ... No ... Stn ...

Report compiled by: (name) T. Karakos rank Const no. 213833

Jean Gordon Government Printer, Melbourne 105 3708/F8/

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Diary 5:3

Date: _____

LOST & FOUND

150 The Age

MISSING FRIENDS (Personal)

ALEX - your family is concerned about your welfare. Please contact me - your mother, at Springvale.
Love everybody xxxxxxxxx

If anyone knows the whereabouts of PATRICK LYNCH formerly of 99 Mimosa Road, Carnegie, please contact Mr Topp on 662 3222

MUSGRAVE , Elizabeth Anne (nee Ferguson) or Iris Anna or anyone knowing their whereabouts please contact Tom Musgrave at 84 Stockton Lane, York, England

TEACHERS COLLEGE (MELBOURNE) Would anyone knowing the whereabouts of MARY KENNEDY, MARY HART OR RUBY ANGUS, all formerly members of the staff of the Teachers College, please communicate with Mr W H MILLER of Wisewould Schilling Solicitors, 468 Little Collins Street, Melbourne (602 3777)

TONY James Harris (returned from Canada 1968). Where are you? Please can anyone help. Reply E Cunningham 124 Jerome Tower, Osborne Road, Acton, London, W3, UK

WOULD MARGARET DAWE or her children last heard of at Hut 9, Steed Road Dandenong/Dandenong, Victoria please contact the undermentioned solicitors regarding the estate of the late George McGarry. John Budd & Co. Solicitors 268 Church Street, Blackpool, Lancashire, FY1 3PG, U.K Ref A.R.

WOULD Michael & Lindy Browne of Melbourne (or anyone knowing their whereabouts) kindly contact Tina Carpenter 14/149 Ben Boyd Rd., Neutral Bay, NSW 2089 - We lost your address and would like to keep in contact.

LOST AND FOUND

Animals

DALMATIAN Male pup disappeared Caulfield area last week. Handsome reward for finder. Telephone 20 6614.

HAVE you lost your dog or cat. It could be sick or injured at Lort Smith Animal Hospital. 24 Villiers St. Nth Melb. 329 3021

LOST East Brighton-6th Caulfield area, male dog. 7 yrs, white with tan markings, retriever terrier X. (deaf) wearing blue collar, ID tag. "Pappy" Reward. 598 0449 598 6625

LOST young black m. oriental cat, green circle tattooed inside left ear, missing Caulfield 14-4-88. reward 523 7254

LOST small black and tan cross female terrier, answers to name Chuchi, last seen 9/4/88 Collingwood district. Contact 428 4117 Reward offered

LOST Female Staffordshire Terrier X Heeler, 7 mths old, brindled (dark brown and black). Lost Ferntree Gully, Sunday 10 April, Reward Pls call Judy 752 2066

LOST 2 small grey and white dogs, Steele Creek/Kinglake area, badly missed, need medication. Please phone (059) 65 2427 Reward

LOST - North Croydon grey tabby. 2 yr old neut. male cat, white marking on chest. Reward. Mrs Cook 725 4418

LOST Siamese cat, bluepoint blue flea collar. Gould St area. Frankston. Answers to Jasper. Reward 781 1279, BH 786 5823

LOST Ginger cat M 8mo, sloped back, white hind. Vicinity Burke Rd, E Malv. Reward 809 7090

LOST YOUR PET? Ring AAPS Keysborough, 798 8044

TABBY CAT lost 8.4.88. Elgar Rd/Boyd St. Doncaster. Has 4 white paws and white chest. Named Tiger Reward 840 1116

LOST AND FOUND (General)

LOST black faced diamonte studded ladies watch. Vicinity River St. 5th Yarra or Safeway Ashwood on Apr.14th. Has great sentimental value to owner. $500 reward (059) 66 5332 700 3726 277 4137

a. Where are these advertisements from?

b. What are the three sections?

c. Look at the **General** Section
- what was lost?
- where?
- when?
- was it valuable?
- **Reward** - what is that? How much is it in this example?

d. **Animals**
- how many advertisements are there here?
- what animals are mentioned?
- are all the advertisements saying that a cat or dog is lost?

e. Can you find the **Lost and Found** notices in today's papers? Look in **The Herald Sun**, **The Age**, the local paper. List the lost items.

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Diary 5:4

Date: _ _ _ _ _ _ _ _

LOST & FOUND

A Missing child . . .

Read this story:

TOUGH TODDLER

ERIC TAYLOR, at 4.30 pm on July 13, 1988, a month short of his second birthday, disappeared from his home in Shiptons Flat, 30km south of Cooktown in far north Queensland. Up to 275 rescue workers searched the rugged terrain for Eric, but after five days and four nights, hope was fading of finding him alive. At 3 pm on July 18, cries alerted them to the child, in scrubby ground just 1.5km away from his home.

ERIC AND his brother, Johann, 4, had just woken up from a nap and were "pretty groggy", says their mother, Marianne. She set off on the five-minute drive to take a family friend home. When she returned, Eric was missing. "He usually screams if I'm out of sight if he's just woken up from a sleep," she says. "I called him, but all I could find were his footprints going as far as the creek ..."

Taylor feared that her son, who was wearing only a T-shirt and nappy, had drowned. But that was not her only concern. High mountain ridges, dense vegetation and narrow gullies characterise this part of Queensland, which is also home to wild pigs and poisonous snakes.

Yet Eric's tender years were probably his greatest asset. "There is something about young children which makes them incredibly resilient," says John Pearn, professor of child health at Brisbane's Royal Children's Hospital. Pearn is an experienced survival researcher and one of many health professionals intrigued by Eric's case. "For some reason, children can go without oxygen for longer than adults and are quicker to recover from the cold," he says.

When Eric was found, "standing leaning up against a tree like an old man, as one member of the search party put it, his body was covered in thousands of scratches from sharp grass, and the soles of his feet were blistered. His tongue was swollen from dehydration. "In my view, he was at the limit of survivability," Pearn says.

EXPERT OPINION: "A miraculous survival, due to the resilience of the toddler age, and the good fortune of an environment that was not extreme in temperature or in drying capacity," says Pearn. "Someone lost in this situation has a better chance of survival if they stay put, stay near water, lick dew and condensation off leaves at night and huddle together for warmth if in company."

Now can you design a poster to help people find Eric?
What information will you provide?

MISSING!

ERIC TAYLOR
23 months

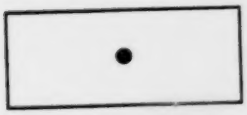
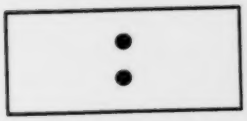
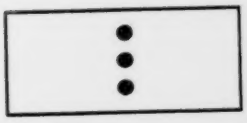
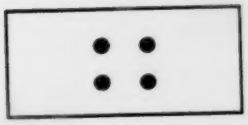
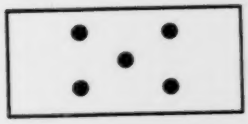
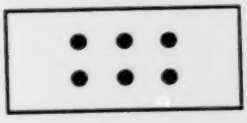
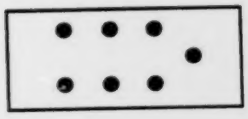
111

Diary 6:1

Date: _____

NUMBERS, DATES & APPOINTMENTS

Numbers

	1	one
	2	two
	3	three
	4	four
	5	five
	6	six
	7	seven

112

Diary 6:2

Date: _____

NUMBERS, DATES & APPOINTMENTS

Match the figure to the word.

1	five
2	ten
3	four
4	nine
5	one
6	seven
7	two
8	three
9	six
10	eight

Diary 6:3

Date: _____

NUMBERS, DATES & APPOINTMENTS

Numbers

1	one	one
2	two	two
3	three	three
4	four	four
5	five	five
6	six	six
7	seven	seven
8	eight	eight
9	nine	nine
10	ten	ten
11	eleven	eleven
12	twelve	twelve
13	thirteen	thirteen
14	fourteen	fourteen
15	fifteen	fifteen

111

Diary 6:4

Date: _____

NUMBERS, DATES & APPOINTMENTS

Look - Cover - Check

1	one	1	1
2	two	2	2
3	three	3	3
4	four	4	4
5	five	5	5
6	six	6	6
7	seven	7	7
8	eight	8	8
9	nine	9	9
10	ten	10	10
11	eleven	11	11
12	twelve	12	12
13	thirteen	13	13
14	fourteen	14	14
15	fifteen	15	15
16	sixteen	16	16
17	seventeen	17	17
18	eighteen	18	18
19	nineteen	19	19
20	twenty	20	20
21	twenty-one	21	21
22	twenty-two	22	22
30	thirty	30	30
40	forty	40	40
50	fifty	50	50
60	sixty	60	60
70	seventy	70	70
80	eighty	80	80
90	ninety	90	90
100	one hundred	100	100

Diary 6:5

Date: _____

NUMBERS, DATES & APPOINTMENTS

Write the numbers.

1	o _ _
2	t _ _
3	t _ _ _ _
4	f _ _ _
5	f _ _ _
6	s _ _
7	s _ _ _ _
8	e _ _ _ _
9	n _ _ _
10	t _ _
11	e _ e _ e _
12	tw _ _ _ e
13	th _ _ t _ _ n
14	_ ou _ t _ _ _
15	fift _ _ _
16	six _ _ _ _

116

Diary 6:6

Date: _____

NUMBERS, DATES & APPOINTMENTS

Bingo Master Sheet

Diary 6:7

Date: _____

NUMBERS, DATES & APPOINTMENTS

Numbers Quiz

Write the answers in words.

1. How many days in a week?

2. How many days in a year?

3. How many times have you eaten today?

4. How many students in this class?

5. How many stairs in your house?

6. How old was your grandmother or grandfather when they died?

7. How old are you now?

8. How old is your car?

9. How many people are there in Melbourne?

10. How much did you last pay on a bus or tram?

11. How much money have you got in your wallet or purse?

12. How much money did you pay for your car?

Write the DATE in words

118

Date: _____

NUMBERS, DATES & APPOINTMENTS

Money

$10	ten dollars	$10	_____
$20	twenty dollars	$20	_____
$30	thirty dollars	$30	_____
$40	forty dollars	$40	_____
$50	fifty dollars	$50	_____
$60	sixty dollars	$60	_____
$70	seventy dollars	$70	_____
$80	eighty dollars	$80	_____
$90	ninety dollars	$90	_____
$100	one hundred dollars	$100	_____

twenty-five dollars

twenty-eight dollars

twenty-eight dollars, fifty cents

Diary 6:9

Date: _____

NUMBERS, DATES & APPOINTMENTS

Banking

Mrs. Nguyen has her money in the bank in Carlton. She has a bank account at the National Australia Bank.
Her account number is **4793 - 8868**
Her branch is **Carlton.**

She wants to **deposit** $20.00 (cheque)

She wants to **withdraw** $50.00.

She takes her **passbook** to the bank.

Can you help her fill in the forms?

Here is the **withdrawal** form:

National Australia Bank

Branch name

Withdrawal DEBIT

Date 19

Signature

Cash required	
	$100
	$50
	$20
	$10
	$5
	Coin

Branch use only

Stamp Duty - if appl.

Office vouchers: Use signature block for office voucher details →; Comp. by; Auth. by

Teller | Ex aux dom | Aux dom

Branch BSB number | Account number | TC | $

474 564 (6/91)

120

Diary 6:10

Date: _ _ _ _ _ _ _ _ _

NUMBERS, DATES & APPOINTMENTS

Days

Monday	Mon
Tuesday	Tues
Wednesday	Wed
Thursday	Thurs
Friday	Fri
Saturday	Sat
Sunday	Sun

Monday	Wed
Tuesday	Mon
Wednesday	Sat
Thursday	Fri
Saturday	Sun
Sunday	Thurs

Diary 6:11

Date: _____

NUMBERS, DATES & APPOINTMENTS

Days

Monday	Mon day	_____
Tuesday	Tues day	_____
Wednesday	Wed nes day	_____
Thursday	Thurs day	_____
Friday	Fri day	_____
Saturday	Sat ur day	_____
Sunday	Sun day	_____

Diary 6:12

Date: _ _ _ _ _ _ _ _ _

NUMBERS, DATES & APPOINTMENTS

Days

Monday	Monday
Monday	Mon_ _ _
Tuesday	Tuesday
Tuesday	Tues_ _ _
Wednesday	Wednesday
Wednesday	Wedn_ s_ _
Thursday	Thursday
Thursday	Th_ _ s_ _ _
Friday	Friday
Friday	Fr_ d_ _
Saturday	Saturday
Saturday	S_ t_ _ d_ _
Sunday	Sunday
Sunday	S_ nd_ _

Diary 6:13

Date: _____

NUMBERS, DATES & APPOINTMENTS

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Today is _____

Tomorrow is _____

Yesterday was _____

Two days from today is _____

Two days ago was _____

121

Diary 6:14

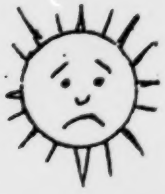
Date: _____

NUMBERS, DATES & APPOINTMENTS

Weather

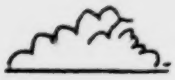
Monday, Tuesday, Wednesday,
Thursday, Friday, Saturday, Sunday

fine and warm



fine and cold

windy



cloudy

wet

My Diary

Today is _____
It is _____

Today is _____
It is _____

Today is _____
It is _____

Today is _____
It is _____

Diary 6:15

Date: _____

NUMBERS, DATES & APPOINTMENTS

Months

May	1. _____
September	2. _____
July	3. _____
October	4. _____
April	5. _____
March	6. _____
January	7. _____
June	8. _____
August	9. _____
February	10. _____
December	11. _____
November	12. _____

Diary 6:16

Date: _____

NUMBERS, DATES & APPOINTMENTS

Abbreviations - Months

Month	Abbreviation
Jan*uary*	Jan.
Feb*ruary*	Feb.
Mar*ch*	Mar.
Apr*il*	Apr.
May	May
June	June
July	July
Aug*ust*	Aug.
Sept*ember*	Sept.
Oct*ober*	Oct.
Nov*ember*	Nov.
Dec*ember*	Dec.

ABBREVIATION	MONTH
Aug	
Oct	
Nov	
Apr	
Feb	
Sept	
Jan	
Mar	
Dec	

Date: _____ 129

NUMBERS, DATES & APPOINTMENTS

When's your birthday?

Name	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec

128

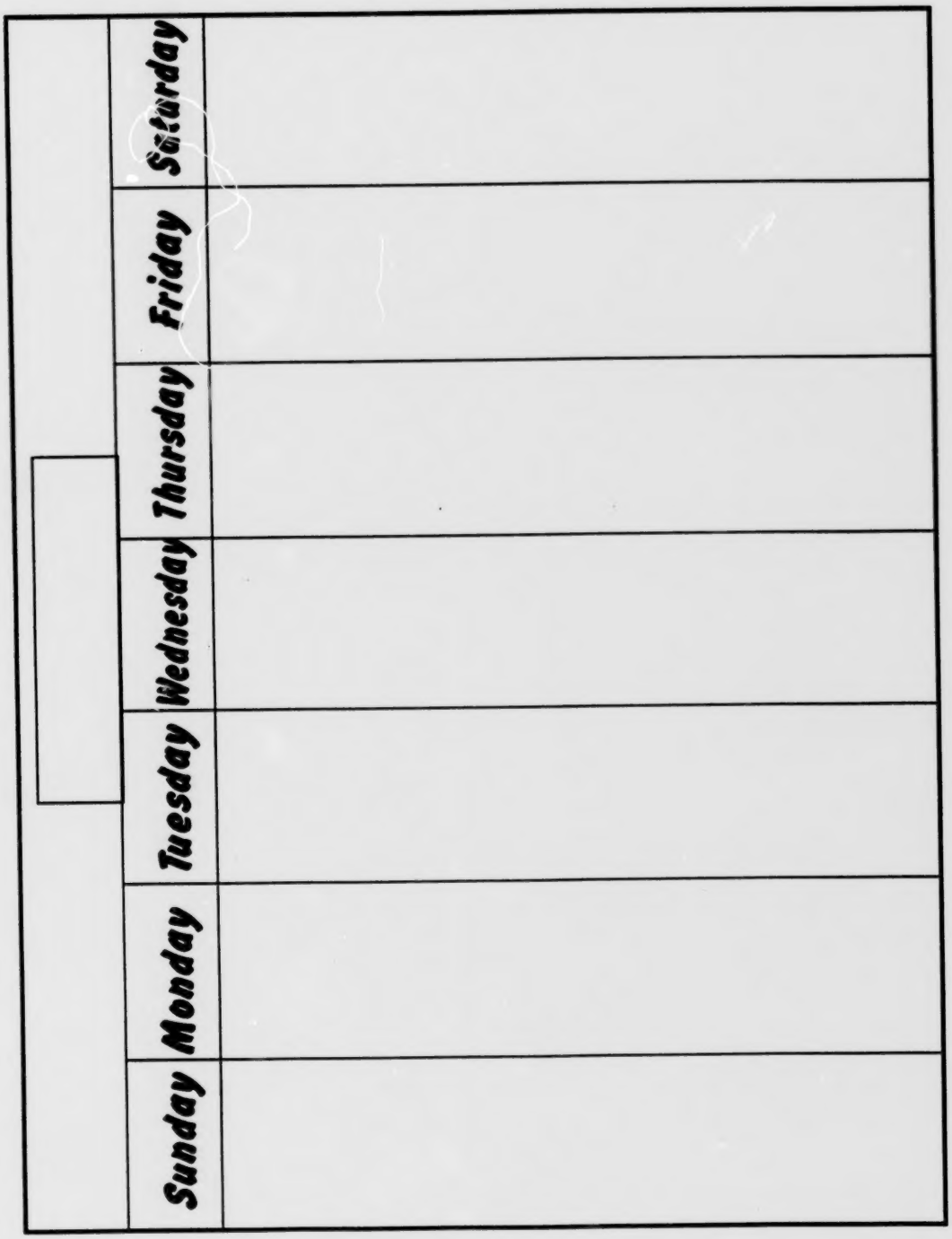
Date: _____

NUMBERS, DATES & APPOINTMENTS

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	

Date: _____ 133

NUMBERS, DATES & APPOINTMENTS



132

Diary 6:20

Date: _____

NUMBERS, DATES & APPOINTMENTS

1st	first	_____
2nd	second	_____
3rd	third	_____
4th	fourth	_____
5th	fifth	_____
6th	sixth	_____
7th	seventh	_____

1st	third
2nd	first
3rd	fifth
4th	second
5th	sixth
6th	seventh
7th	fourth

Diary 6:21

Date: _____

NUMBERS, DATES & APPOINTMENTS

Ordinal numbers

Fill in the missing numbers

1st _____ 3rd _____ 5th _____ 7th

_____ 9th _____ 11th _____ 13th _____

15th _____ 17th _____ 19th _____

12th	14th	10th
6th	8th	2nd
4th	16th	18th
20th		

135

Diary 6:22

Date: _ _ _ _ _ _ _ _

NUMBERS, DATES & APPOINTMENTS

Write the circled numbers as ordinal numbers

January						
S	M	T	W	T	F	S
30	31					(1)
2	3	4	5	6	7	8
9	(10)	11	12	13	14	15
16	17	18	19	20	21	(22)
23	24	25	26	27	28	29

1	1st
10	_____
22	_____

February						
S	M	T	W	T	F	S
		1	(2)	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	(21)	22	23	(24)	25	26
27	28					

2	_____
21	_____
24	_____

March						
S	M	T	W	T	F	S
		1	2	(3)	4	5
6	7	8	9	10	11	12
13	(14)	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	(31)		

3	_____
14	_____
31	_____

Diary 6:23

Date: _____

NUMBERS, DATES & APPOINTMENTS

Dates

January

S	M	T	W	T	F	S
30	31					(1)
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

1st January 1994

1st Jan. '94

1 - 1 - 94

August

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	(8)	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8th August 1994

8th Aug '94

8 - 8 - 94

September

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	(23)	24
25	26	27	28	29	30	

23rd September 1994

23rd Sept '94

23 - 9 - 94

December

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	(31)

31st December 1994

31st Dec '94

31 - 12 - 94

Diary 6:24

Date: _ _ _ _ _ _ _ _

NUMBERS, DATES & APPOINTMENTS

Dates

August

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	(12)	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	(30)	

October

S	M	T	W	T	F	S
30	31					(1)
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

November

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	(22)	23	24	25	26
27	28	29	30			

138

Date: _____

NUMBERS, DATES & APPOINTMENTS

Date Quiz

❶ What is the date today?

_____

❷ What is the date tomorrow?

_____

❸ What is the date three days from today?

_____

❹ What is the date a week from today?

_____

❺ What is the date in three weeks?

_____

❻ What was the date yesterday?

_____

❼ What was the date a week ago?

_____

Diary 6:26

Date: _____

NUMBERS, DATES & APPOINTMENTS

Appoimtments

15 Clare Street
Heidelberg Vic. 3084

Telephone: 459 4455

Dr Cheryl Boyer
DENTAL SURGEON

APPOINTMENT FOR

Amina

ON *Tuesday 27 Feb* AT *3.45 p.m.*

Telephone: 459 4455

Dr Cheryl Boyer
DENTAL SURGEON

APPOINTMENT FOR

_____

ON _____ AT _____

Tuesday 27 Feb

3.45 p.m.

Amina

15 Clare Street
Heidelberg 3084

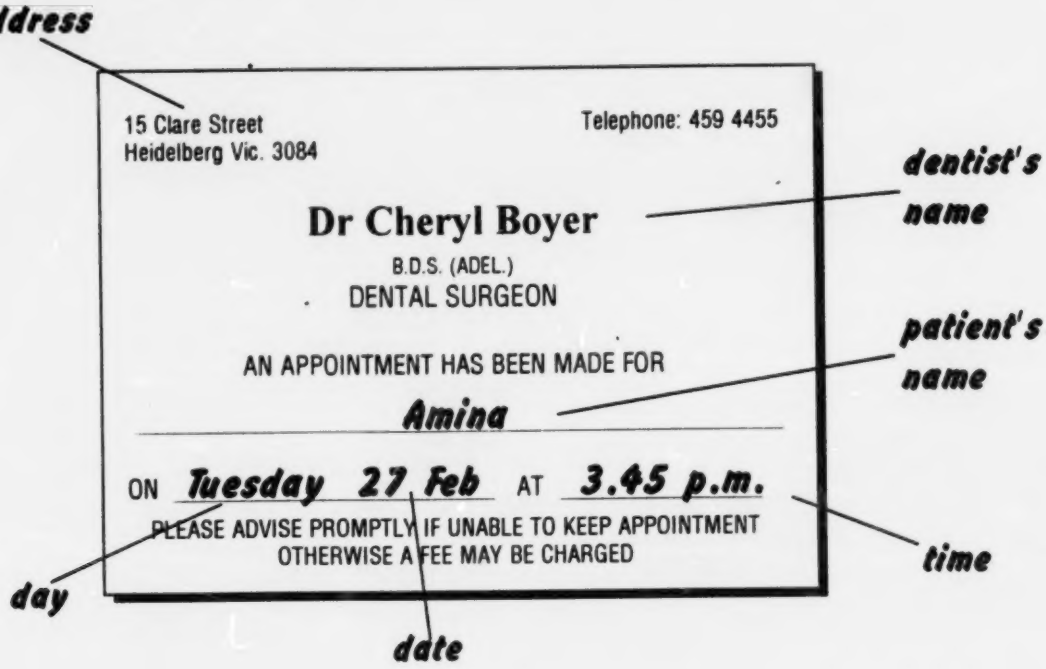
140

Diary 6:27

Date: _____

NUMBERS, DATES & APPOINTMENTS

Appointment cards



What's the dentist's name? _____

What's the dentist's address? _____

What's the patient's name? _____

What's the date of the appointment? _____

What day is the appointment? _____

What time is the appointment? _____

---

15 Clare Street
Heidelberg Vic. 3084

Amina

3.45 p.m.

Dr Cheryl Boyer

Tuesday

27 Feb

141

Diary 6:28

Date: _____

NUMBERS, DATES & APPOINTMENTS

15 Clare Street
Heidelberg Vic. 3084

Telephone: 459 4455

Dr Cheryl Boyer

B.D.S. (ADEL.)
DENTAL SURGEON

AN APPOINTMENT HAS BEEN MADE FOR

ON *Tuesday 27 Feb* AT *3.45 p.m.*

PLEASE ADVISE PROMPTLY IF UNABLE TO KEEP APPOINTMENT
OTHERWISE A FEE MAY BE CHARGED

3.45 p.m.
Dr. Boyall

MARY COLGIN

B.App.Sc.Pod., M.A.Pod.A.
Podiatrist

Appointment: *Wed. 28th Feb. 2p.m.*

☑ 254A Lower Heidelberg Road, Ivanhoe East 3079.
Ph: 497 1876
☐ Kilara Medical Centre 6 Bruce Street, Box Hill, 3128.
Ph: 890 1234

2 p.m.
Podiatrist

328 1435
provider No. 124689J

CHELSEA HOUSE (3rd FLOOR)
55 FLEMINGTON ROAD
NORTH MELBOURNE 3051

APPOINTMENT WITH

DR. MARK S. THOMPSON

ON mon. 26th Feb

AT 9.30 am

9.30 a.m.
Dr. Sutherland

Dr. PETER D. MARTIN
B.D.Sc.

Dr. DAMIAN F. MARTIN
B.D.Sc. B.D.St.

DENTAL SURGEONS

242 Lower Heidelberg Road, East Ivanhoe 3079
Telephone: 499 4545 - 497 1[illegible]

Your next dental appointment is:

Wed. 28th Feb. 11.15 am

11.15 a.m.
Dentist

142

Diary 6:29

Date: _____

NUMBERS, DATES & APPOINTMENTS

What are you doing next week?

This month is:

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

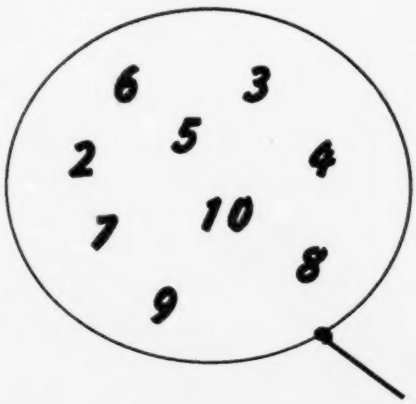
Sunday

143

Date: _ _ _ _ _ _ _ _

NUMBERS, DATES & APPOINTMENTS

Numbers!



❶ **Write the numbers (in words) in the correct order on a piece of paper.**

❷ **Sequence these numbers from the smallest to the largest.** Write the words on a piece of paper.

15 23 2 90 18 35 2 15

❸ **What are the missing numbers?**

Write them in words on a piece of paper.

1	2	___	4	___	___	7	___	9	___
2	___	6	___	10	___	14	___	18	___
3	___	9	___	15	___	21	___	27	___
5	___	10	___	25	___	35	___	45	___
10	___	30	___	50	___	70	___	90	___

Diary 6:31

Date: _____

NUMBERS, DATES & APPOINTMENTS

Money - in words and figures

Write in figures: e.g., Two dollars $ 2.00

1. Seventy-six dollars and fifty cents $ _____
2. One hundred and forty dollars $ _____
3. Ten dollars and twenty cents $ _____
4. Six hundred and forty dollars and forty-eight cents $ _____
5. Eighteen dollars $ _____
6. One thousand, one hundred and fifty dollars $ _____
7. One dollar $ _____

Write in words: e.g., two dollars $ 2.00

1. _____ $ 76.55
2. _____ $ 140.00
3. _____ $ 10.00
4. _____ $ 660.48
5. _____ $ 18.00
6. _____ $1,150.00
7. _____ $ 1.00

145

Diary6:32

Date: _ _ _ _ _ _ _ _

NUMBERS, DATES & APPOINTMENTS

Numbers - A Spelling Test

Put the answers in words.

❶ Which number month is the month of August?

_____

❷ Which number month is the month of May?

_____

❸ Which number month is the month of November?

_____

❹ Which number month is the month of December?

_____

❺ Write in words the 1st, 2nd, 3rd, and 4th.

_____ _____

_____ _____

❻ A story begins "_____upon a time".

❼ On Nov. 4th I shall be 44 _____ _____ .

❽ My daughters are 17 _____ _____

23 _____ _____

11 _____ _____

❾ Write down these numbers in words: 15, 16, 17, 18, 19, 20

_____ _____ _____

_____ _____ _____

146

Diary6:33

Date: _____

NUMBERS, DATES & APPOINTMENTS

1. What's today's date?

_____

2. What was the date yesterday?

_____

3. What's the date a week from today?

_____

4. What's the date today fortnight?

_____

5. What's the date Monday week?

_____

6. What's the date Tuesday fortnight?

_____

7. What was the date a week ago?

_____

8. What was the date last Sunday?

_____

9. What's the date in three weeks time?

_____

Date: _ _ _ _ _ _ _ _

NUMBERS, DATES & APPOINTMENTS

Date Today		Date Specified
18th Oct.	I'll ring you this time next week	
10/10	I'll see you in a fortnight	
19.10.93	See you a week from today	
1/10	Come back today fortnight	
17th Oct.	She rang me a week ago	
15th Oct.	You'll receive it tomorrow week	
14/10	The next one's in a fortnight	
8/10	You'll get the results three weeks from today	
24/10	It was ready a week ago	
4th Oct.	I'll see her three weeks from today	
16th Oct.	Meet me tomorrow week	
23/10	It happened a week last Sunday	
3/10	They're expected in three weeks	
2nd Oct.	She'll see me tomorrow week	
21st Oct.	I'll see you the day after tomorrow	
20th Oct.	It happened the day before yesterday	
11-10-93	It's due this time next week	
5/10	Collect it the middle of next week	
7-10-93	They arrive tomorrow week	
8-10-93	I'll see you at the end of the week	

Unit 4 - Study Skills

A resource for teachers of bilingual literacy learners.

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Introduction

The material in this unit, **Study Skills**, provides practice in skills which enable the student to look at the process of learning in order to move towards being an independent learner.

An understanding of basic learning skills is usually assumed in the material written for ESL learners - but these are often new concepts for learners with a limited educational background. The ability to control one's own learning process: to access what ever printed materials one chooses for whatever purposes and to use that skill effectively is perhaps the most important legacy of a formal education. Even at early stages of literacy, teachers of bilingual adults should be mindful that the ultimate aim of the classes is to equip the student with such skills.

'Study' skills are often associated with preparation for academic study and higher value is sometimes placed on that kind of 'study' as opposed to other kinds of learning. This false distinction implies that the skills needed at different levels of the education system are different in kind, rather than (as we believe) the same generic skills at different degrees of complexity. The same basic requirements of categorising and cross-referencing information; of storing information and then retrieving it; of rapidly locating what information you need from appropriate sources and so on, are apparent in any learning situation. Such skills need to be developed from and through the earliest stages of literacy. Though these materials are paper based and, at the moment so are most literacy courses, it is evident that the same skills are necessary to successfully use computerised data systems.

Teaching study skills at the beginning starts with the basic task of writing your name and knowing where to write it. This is the earliest stage in organising information. We need to explain the notion of simple symbols, for example in signs, and teach the students to recognise the meaning given to different text forms, layouts and fonts to columns or bold type or italic or headings. Learning about letters and the alphabet is crucial for spelling and is also one of the first steps in alphabetical ordering. This introduces students to the most common form of filing and the crucial notion of information storage and retrieval systems. The initial topics in this Study Skills unit also include discussion of different ways of learning and of memorising.

The Unit presents materials that break down the skills required to deal with public information texts into manageable steps. The acquisition of the skill to skim a vertical column in a directory such as a telephone directory is a first stage in acquiring and practising the more complex skill of using a dictionary and then in using other referencing materials. Differentiating between different type faces is necessary to acquire the skill of knowing how to scan a page for information, as is knowing that bold headings signifies a new topic or that a paragraph or page break signals a new idea.

This Unit can be divided into three sections:

A: HOW DO YOU LEARN?
B: GIVING INFORMATION
C: LOOKING UP INFORMATION

A. HOW DO YOU LEARN?

This section contains the topics of **Looking at Learning, Record Keeping, Spelling Strategies** and **Drafting.**

The material encourages students to think about learning strategies, including organising time to study, record keeping and strategies for learning a particular skill. Learning how to date a worksheet and doing that consistently, or keeping a separate section of a folder marked 'Spelling' are fundamental study skills necessary for learning **at any level**. Adult Learners who wish to access 'mainstream' vocational courses have to be introduced to such skills if they have not had a sound first language education.

Topic 1, 'How do you learn?' begins by asking students **"How Do You Learn?"** It includes activities that encourage students to reflect on their previous experiences of learning, and on what literacy is and how it is acquired (or not) and to consider different strategies for learning.

Topic 2, Record Keeping discusses ways of organising, monitoring and recording learning. Keeping records of work done is a means of encouraging reflection on learning and is a step towards self-assessment and setting goals. It enables students to retrieve and review their work and see a progression in their learning. Literacy should involve students in using paper and pen as a tool and record keeping is an essential part of this. Dating work, organising it and placing it in a folder is a fundamental competence. Filing skills often need to be taught. Margaret Huntingtons' (AMES, Victoria) method of organising student folders with very early stage students includes:

- large envelopes to store alphabet cards, cut up sentences, etc. which were stored in a large plastic box
- manila folder with clip insert to store worksheets
- students wrote names on folders and envelopes
- students collected own envelope at beginning of class, giving practice in recognising name. Students were sometimes encouraged to distribute folders to others for further name recognition
- students were encouraged to take their folder home
- students reviewed previous lesson's work from folders at the beginning of each session

At the earliest stage, record keeping may mean presenting the student with a readable appointment card with class time and date. Writing up a timetable is an extension of this. Illustration sheet 1:1 presents some more ideas for student record keeping and organising learning. Lizzie Lawson in ***Current Issues in TESLA*** describes a further range of record keeping strategies.

Topic 4, Spelling Strategies presents a number of strategies because there is no one way of learning spelling successfully. It offers examples of activities that develop awareness of different techniques for memorising. Some examples of strategies for learning spelling are:

- visual memory
- word patterns
- morphemic knowledge
- phonic knowledge

- mnemonics
- syllabification
- fluency and speed
- use of dictionary.

Illustration 1:3 shows some of these strategies in visual form.

Spelling strategies need to be introduced selectively and at an appropriate stage. For example, Margaret Huntington describes how her students use language experience texts and the whole word approach for familiar items. Once students have a bank of sight words she introduces spelling strategies and, then very gradually, phonic awareness of initial and final consonants, constantly revising and recycling new material. Students can be introduced to spelling rules and patterns where these apply. Once students can write independently, spelling exercises follow an analysis of their writing.

New words from reading need to be contextualized when learning spelling. Strategies often employed include:

- reworking a previous read text to produce a limited cloze by deleting a number of words from the list
- providing deleted words under the text in jumbled order
- student using worksheet as matching/copying exercise by referring to the original text
- alternatively students predicting missing words and attempt to spell independently or scan for correct spelling in list provided.

Topic 5, Drafting develops writing and self correction.

B. GIVING INFORMATION

Topic 6Giving Information presents activities based on understanding the language of forms. Forms are one example of non-paragraph conventional layouts, like tables. More than 'functional literacy', form filling teaches that meaning is not only conveyed by the words chosen but by where they are placed on a page. The early resume exercise (6.9) usually takes time, to master the correct setting out and location of all the information.

C. LOOKING UP INFORMATION

Looking for Information includes activities directed towards learning to use the telephone directory, the street directory and eventually, a dictionary. In order to find information (from a street directory or a dictionary) it is necessary to understand several different referencing skills: alphabetical ordering, abbreviation, layout of a page, lexical items associated with specific reference texts.

As well as their intrinsic value as reference texts, these publications serve to provide early models of other information texts and manuals and to introduce skills needed to locate information rapidly in a whole text and to understand abbreviated or symbolic information.

A dictionary must be the single most valuable tool that a language learner has and competent dictionary use can help the student learn and perform outside the classroom and after a course has finished. Consider whether you should like to learn a language or change language environment without the aid of a bilingual dictionary or phrase book! And, however competently we spell in English, we still need to use dictionaries.

These topics are prefaced with a series of worksheets dealing with **Sign and Symbols**, (especially road symbols) because an understanding of visual and symbolic information is necessary to use sophisticated texts such as a dictionary. The topic begins with social sight signs and symbols. Understanding the symbolic value of signs and pictures is a necessary part of developing abstract thinking skills. The topic also introduces and integrates practice of modal verbs.

All these texts assume an understanding of alphabetical order: exercises practising alphabetical order are included in context rather than as a separate section.

Another skill which is necessary for reading a dictionary is the ability to skim and scan vertically and horizontally, particularly where information is presented in columns: this is practised in the context of **Reading a Timetable**, as well as in **Telephone Directory** and the **Dictionary**. The worksheets practising reading the **Street Directory** begin with an introduction to grid reference.

The worksheets on learning to use the dictionary are based on ***The Macquarie Junior Dictionary***. They practise conventions of dictionary use such as understanding abbreviations, and other skills that are fundamental to using newspapers and other texts, like scanning down columns, recognition of different fonts and their meanings, using head words, alphabetical order and decoding symbols to gain information.

The Dictionary topic also provides some sample exercises in teaching grammatical terms (or metalanguage) and identifying parts of speech. ESL literacy learners feel frustrated by the complexity of English grammar. Naming each problem and possessing the language to talk about grammar is necessary in order to understand it. Learners can then set themselves tangible goals; can assess their performance and set about correcting themselves. With this knowledge ESL literacy students can also access some of the texts and grammatical references designed for (especially) foreign language learners of English (EFL) which usually assume a relatively sophisticated knowledge of grammar.

In this unit, material is often provided for the same topic at 3 levels to cater for students working at different levels within the one class. In some cases the same material is treated at all 3 levels whereas in other topics the content or skills are more appropriate to one or two levels.

A great variety of ASL and literacy readers, both purpose written or simplified texts are available. By the end of Level III, students should be able to tackle a non-abridged short story or simpler novel.

As in previous Units, much of the material allows for repeated practice and gradual development of complexity, as in Topic 6 for example.

The worksheets illustrate different teaching strategies. Topic 1 includes some 'case studies' that encourage students to reflect on their own experience as adult literacy learners. Several other worksheets use questionnaires for the same purpose. A number of exercises throughout the unit (for example topic 9 & 10) lead students through staged questions that help them identify concepts and terms they already know to deduce further knowledge and then test it by answering questions on the sheet. Sometimes the worksheet questions guide the students through the text (Topics 7 & 8).

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LOOKING AT LEARNING Level I

These worksheets encourage students to reflect on their experiences of learning in general, and of language learning in particular. Although it seems obvious that different people learn or do things in different ways, learners sometimes relinquish their autonomy when it comes to learning English. These exercises are valuable for students who maintain that the teacher knows best how to do it.

The worksheets would be most valuable towards the beginning of a new course. They do not cover all aspects of learning how to learn, such as student self assessment of skills and setting short term goals. Further material that could be adapted for ESL literacy students may be found in ***Learning to Learn in English*** and ***Teaching How to Learn: Learning Strategies in ESL***.

Worksheets 1:1 and 1:3 are based on student texts. Alternatively substitute oral texts dictated by class members using the Language Experience Approach.

Worksheet 1:2 uses a grid which may be a new concept for students with limited education. Discussion could be most effective with students who are fluent speakers of English. An alternative method if the class share a limited number of languages is to use a bilingual facilitator and discuss such issues in students' first languages.

Worksheet 1:1 Student texts generate discussion about learning experiences of adults

Read the texts to the class while students follow the texts or students read aloud to the class. Use the text to stimulate discussion:

What have you successfully learnt as an adult?
Why did you decide to learn?
How did you learn?
Have you had any unsuccessful experiences?

It should be clear that we all learn different things in different ways.

Worksheet 1:2 A grid to focus on techniques for successful learning

Draw up a list of strategies on the blackboard. Encourage students to see that different learning styles suit different learners and different tasks.
Students copy and record on to the worksheet their experiences from the list on the blackboard, or scribe for them.

Worksheet 1:3 A student text describing reasons for limited schooling.

Read to the class while the students follow the text or have students who can already read, read texts aloud.
Large families and death of a parent are both common reasons, as are gender, poverty and war. Discuss these with the class and encourage students to share their own experiences.

Extension

Writing: Language experience activity. **'My Schooling'**. Students record their own experience of schooling/lack of schooling in a similar passage to Worksheet 1:3.

LOOKING AT LEARNING — Level II

These worksheets encourage students to reflect on their experiences of learning in general, and of language learning in particular. Although it seems obvious that different people learn or do things in different ways, learners sometimes relinquish their autonomy when it comes to learning English. These exercises are valuable for students who maintain that the teacher knows best how to do it.

The worksheets would be most valuable towards the beginning of a new course. They do not cover all aspects of learning how to learn, such as student self assessment of skills and setting short term goals. Further material that could be adapted for ESL literacy students may be found in ***Learning to Learn in English*** and ***Teaching How to Learn: Learning Strategies in ESL***.

Worksheets 1:1 and 1:3 are based on student texts. Alternatively substitute texts composed by class members.

Worksheet 1:2 uses a grid which may be a new concept for students with limited education. If the class share a limited number of languages it could be useful to group students so that they discuss such issues in their first languages, and then report back in English to the whole class.

Worksheet 1:1 Student texts to generate discussion about the learning experiences of adults

Students read the texts.
Use the text to stimulate discussion:

What have you successfully learnt as an adult?
Why did you decide to learn?
How did you learn?
Have you had any unsuccessful experiences?

It should be clear that we all learn different things in different ways.

Worksheet 1:2 A grid to focus on techniques for successful learning

Draw up a list of strategies on the blackboard. Encourage students to see that different learning styles suit different learners and different tastes.
Students select and copy on to the worksheet their experiences from the list on the blackboard.

Worksheet 1:4 To extend Worksheet 1:2 by asking students to compare and contrast different ways of learning different things

Students fill in the grid for one successful and one unsuccessful experience.
Students compare similarities in good or bad experiences across the class.
Students report to class on what is most important for success.
Draw up a list on the blackboard. Encourage students to appreciate that different learning styles suit different learners and different tasks.

LOOKING AT LEARNING Level II

Worksheet 1:5 To establish that the same skill can be learnt in various ways

Introduce the activity by explaining that we are looking at *how* we learn different things.
Students discuss and identify which method they'd choose.
Students add their own ideas to the list.
Students choose another task and make up their own list of different methods.
Discuss why different learners might prefer different methods and whether individuals like to vary their methods.

Worksheet 1:6 A student text to stimulate discussion on students' experiences of learning English
The discussion might also consider ways of organising time to study.

Students read the text and discuss it.
Many students should be familiar with their children's study techniques and can compare or contrast their own ability or opportunities to do the same.

Worksheet 1:7 A student text leading to discussion and recording of immigrants' experiences of learning English

Students read the text.
Student work through the questions.
Use Antonia's story to promote reflection by the students on their own experiences.
Points to bring out include ways of teaching/learning English; attitudes to acculturation and assimilation from both the host community and the immigrant communities; ways in which attitudes and affective factors (on both sides) affect second language acquisition, and especially the degree to which the learner is able or is allowed to identify with the host community.

Worksheet 1:8 A guided writing exercise to stimulate students to express their ideas about their own history of second (or other) language acquisition

Students complete the questions on the worksheet.
Students transfer from the passage to describe their own experience.
Give students a clear piece of paper and encourage them to keep writing.

LOOKING AT LEARNING LEVEL II

Worksheet 1:9 A student text to stimulate discussion on adult literacy issues
The text develops Worksheet 1:7 issues by providing information about literacy learners in the wider community so that students see it is not just a 'migrant' problem. The exercises also introduce techniques for summarising arguments.

Students read and discuss the text.
Ask the students to find the reasons given in the passage why learning English is important for the two young men and underline (or highlight) them in the text.
Ask the students to copy them onto a piece of paper.
Discuss the purpose of identifying and then summarising the main arguments/points of a passage.
Point out that this is called a **summary**.
Use the students' notes from the text as a draft to write a summary.
Edit and improve in the usual way till complete.

Worksheet 1:10 Another student text to stimulate discussion on ESL literacy learning
This is a very evocative text, especially for older learners. It would be very suitable for the beginning of a course.

Hand out Worksheet 1:10
Read the text aloud at normal reading speed and allow students to follow with their finger on their copy.
Discuss, especially what is meant by 'an educated man'.
Students complete the questions.

Extension

Survey: Design and carry out a survey to find out the preferred learning styles in the class.

Writing: Recipe format: Students write about successful learning strategies as **'A Recipe for Successful Learning'.**

Discussion: Use the following points or similar (perhaps written on the blackboard) to help students unload.

What people say:

You're too old to learn.
Only new immigrants should get free English lessons.
The government hasn't enough money to give classes to everyone.
You don't need to learn English.
English reading and writing are not important for some jobs.

LOOKING AT LEARNING Level III

These worksheets encourage students to reflect on their experiences of learning in general, and of language learning in particular. Although it seems obvious that different people learn or do things in different ways, learners sometimes relinquish their autonomy when it comes to learning English. These exercises are valuable for students who maintain that the teacher knows best how to do it.

The worksheets would be most valuable towards the beginning of a new course. They do not cover all aspects of learning how to learn, such as student self assessment of skills and setting short term goals. Further material that could be adapted for ESL literacy students may be found in ***Learning to Learn in English*** and ***Teaching How to Learn: Learning Strategies in ESL***.

Worksheets 1:1 and 1:3 are based on student texts. Alternatively substitute oral texts written by class members.

Worksheet 1:2 uses a grid which may be a new concept for students with limited education. If the class share a limited number of languages, it could be useful to group students so that they discuss such issues in their first languages and then report back in English to the whole class.

Worksheet 1:1 Student texts to generate discussion about the learning experiences of adults

Students read the texts.
Use the text to stimulate discussion:

What have you successfully learnt as an adult?
Why did you decide to learn?
How did you learn?
Have you had any unsuccessful experiences?

It should be clear that we all learn different things in different ways.

Worksheet 1:4 A grid to focus on techniques for successful learning in order to compare and contrast different ways of learning different things

Use texts in Worksheet 1:1 to stimulate discussion of students' own successful or unsuccessful learning experiences.
Students complete the grid.
Students compare similarities in good or bad experiences across the class.
Students report to class on what is most important for success.
Draw up a list on the blackboard.
Encourage students to appreciate that different learning styles suit different people and different tasks.

LOOKING AT LEARNING Level III

Worksheet 1:6 A student text to stimulate discussion on students' experiences of learning English
The discussion might also consider ways of organising time to study.

Students read the text and discuss it.
Many students should be familiar with their children's study techniques and can compare or contrast their own ability or opportunities to do the same.

Worksheet 1:7 A student text leading to discussion and recording of immigrants' experiences of learning English

Students read the text.
Student work through the questions.
Use Antonia's story to promote reflection by the students on their own experiences.
Points to bring out include ways of teaching/learning English; attitudes to acculturation and assimilation from both the host community and the immigrant communities; ways in which attitudes and affective factors (on both sides) affect second language acquisition, and especially the degree to which the learner is able or is allowed to identify with the host community.

Worksheet 1:8 A guided writing exercise to stimulate students to express their ideas about their own history of second (or other) language acquisition

Students complete the questions on the worksheet.
Students transfer from the passage to describe their own experience.
Give students a clean piece of paper and encourage them to keep writing.

Worksheet 1:9 A student text to stimulate discussion on adult literacy issues
The text develops Worksheet 1:7 issues by providing information about literacy learners in the wider community so that students see it is not just a 'migrant' problem. The exercises also introduce techniques for summarising arguments.

Students read and discuss the text.
Ask the students to find the reasons given in the passage why learning English is important for the two young men and underline (or highlight) them in the text.
Ask the students to copy them onto a piece of paper.
Discuss the purpose of identifying and then summarising the main arguments/points of a passage.
Point out that this is called a **summary**.
Use the students' notes from the text as a draft to write a summary.
Edit and improve in the usual way till complete.

LOOKING AT LEARNING Level III

Worksheet 1:10 Another student text to stimulate discussion on ESL literacy learners
This is a very evocative text, especially for older learners. It would be very suitable for the beginning of a course.
Hand out Worksheet 1: 10
Read the text aloud at normal reading speed and allow students to follow with their finger on their copy.
Discuss, especially what is meant by 'an educated man'.
Students complete the questions.

Worksheet 1:11 A newspaper article about an adult literacy student

Read the article and discuss it.
Students write the answers to the question.

Extension

Survey: Design and carry out a survey to find out the preferred learning styles in the class.

Writing: Recipe format: students write about successful learning strategies as **'A Recipe for Successful Learning'.**

Discussion: Use the following points or similar (perhaps written on the blackboard) to help students unload.

What people say:

You're too old to learn.
Only new immigrants should get free English lessons.
The government hasn't enough money to give classes to everyone.
You don't need to learn English.
English reading and writing are not important for some jobs.

RECORDKEEPING Level I, II, III

Recording is an important step in helping students evaluate and plan their own learning. Documentation of what is learnt is necessary for assessment and eventual accreditation. A record of what has been learnt also encourages students to review work out of class time.

Learning to keep study records independently is a gradual process. At the lowest level 'record keeping' may mean presenting students with a readable appointment card with the class time and commencement date. Learning to date completed work and place it in a ringbinder may be sufficiently challenging at the beginning.
The skills of organising a folder and compiling a timetable need practice. They are, of course, essential for any individualised learning program to succeed.

Illustration 1:1 shows a range of strategies that encourage students to monitor and evaluate their own learning throughout an ESL literacy course. They can be adapted according to the students' level.

Illustration 1:2 shows a more elaborate form of record sheet used by students on an intensive course. Teachers could doubtless elaborate and develop this concept further. ***Self-Access Grammar*** contains more examples.

Worksheet 2:1 A simple and adaptable record sheet to use with lower level students or with new classes

Compose a summary of activities at the end of the lesson and write on butchers' paper and display in the classroom.
Students copy this on to their own record sheets.
Alternatively, discuss the topics covered in the class with the students at the end of each lesson, fill out a record sheet yourself and photocopy it for each student.
With time, students will be able to discuss in groups, summarise and record activities directly on to the record sheet, and finally achieve this by themselves.
Gradually introduce students to the metalanguage of describing language and language skills eg. terms like **nouns**, **verb**, **past tense**.
Help students identify the purpose and knowledge or skills learnt in each activity and to record these; for example as in Illustration 1:2, which lists **activity** and **learning**. Once students are used to the idea of recording their learning, divide the record sheet into 4 columns as follows: **date**; **activity** (e.g., ***'writing letter to school'*** **skill** (e.g., ***'letter layout and giving reasons'***); **feelings** (e.g., ***'more practice needed on layout***). This last column is for students' own self assessment, not a comment by the teacher.

RECORD KEEPING Level I, II, III

Worksheet 2:2 A word collection sheet to aid students' retention of new lexis and spelling

Students fill in and use out of class time.
Students can use **look / cover / write / check** to enhance retention of new words. An alternative strategy is for students to make their own personal dictionary by purchasing a small alphabetical indexed address book and ruling it up in 2 or 3 columns for words, translations and meanings, filing words under the correct initial alphabetical letter.
The worksheet teaches the discipline of using texts encountered out of class (for example, at work, or in reading for recreation, or even advertisements on the train) as a basis for individual language study.

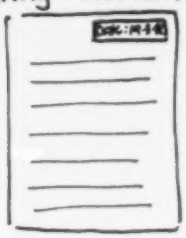
Extension

Writing: More advanced students could keep learner journals, including a reflective commentary on class activities and their success.

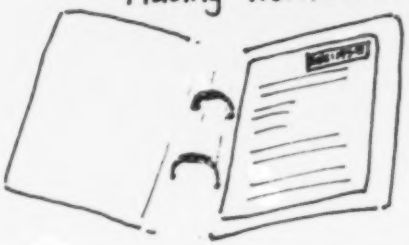
STUDENT RECORD KEEPING
Some Ideas

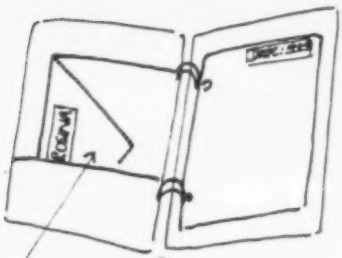
Illustration 1:1

Dating worksheets

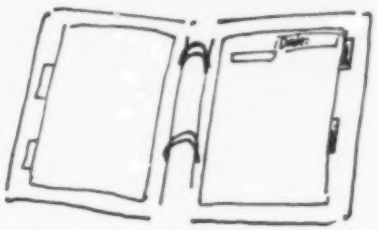


Placing worksheets in a folder



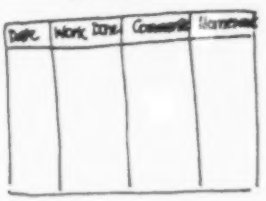


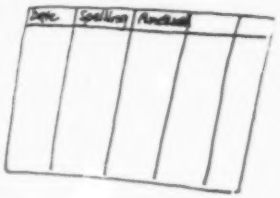
envelope for personal word/sentence cards, alphabet cards etc.



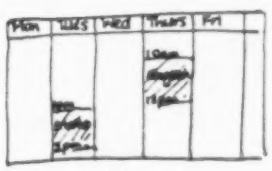
Organizing a folder

Student Record Sheets





Appointment Card



Timetables

Learner Journal

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Louise Tinney

STUDENT RECORD KEEPING
Some Ideas

Illustration 1:2

Migrant Women's Learning Centre
Returning to Learning Group

Week: .....

STUDY DIARY Date: .....

Day	Activity	Learning
Monday		
Tuesday		
Wednesday		
Thursday		

Homework/Assignments Completed

DRAFTING Level II & II

These worksheets present ideas that teach students to proofread and edit their own writing through the drafting process. When students are not altogether fluent in English, it seems helpful to give some concrete demonstration of how drafting works and why it is useful. Integrate these exercises with some writing task, so student already have prepared for and composed their own draft text.
The texts in Worksheets 3:1 and 3:2 were chosen as they contain some typical errors but teachers could easily prepare their own. It may be better not to use samples from your class until students are confident writers and understand that errors are not 'bad'.

Preparation

Choose a suitable writing topic. In one class, the topic **'Why I wanted to learn to write in English'** was chosen.
Students discuss the topic.
Record words on the blackboard, asking students to group them according to the parts of speech:

Adjectives
ashamed
scared
independent
proud
embarrassed

Nouns
an opportunity
discrimination

Expressions
time for my self
its never too late

Verbs
to explain
to understand
to communicate
to interpret

Ask students to speed write for 5 minutes on this topic.
Point out that first drafts should always be double spaced and should have a margin.
During the first draft stage, encourage students to keep writing, underlining any words they have difficulty with, so as not to stop their flow of writing.
After 5 minutes, ask each student to read her passage **four** times.
Students focus on one of the following each time:

- evaluate meaning and clarity of the writing
- check for the use of standard grammar
- check use of capital letters and full stops
- check spelling of words on the blackboard and then use dictionary or ask for
- help with other spelling.

Explain that even fluent writers (even ESL teachers!) work from drafts. Analogies with dressmaking (patterns, basting, etc.) maybe helpful for some students: 'it's unlikely you could cut good material right first go at a new design, or without a pattern...'.
Teach the words **'proof read' 'edit'** and **'draft'**.

DRAFTING Level II & II

Worksheet 3:1 A proof reading exercise to practise the drafting process

Cover the second text
Ask students to spot errors in draft 1.
Show students the second text.
Discuss the changes that the student made:

Line 1:	correction of spelling (something)
Line 2:	clarification of meaning (changed come to start)
Line 3:	correction of spelling and addition of capital letter (English)
	Change to correct preposition (to)
Line 3:	correction of spelling (better)
Line 4:	correction of spelling (without)
	correction of verb (gerund)
Line 5:	correction of punctuation (add full stop)
	correction of usage (no-one to anyone)

Discuss the range of errors that students make; for example speaking, grammar, usage, punctuation.
Discuss the value of showing drafts to another reader, especially in terms of clarifying meaning, also at what stage the teacher or another educated person is best involved as a 'judge'.
Ask students to proof read a piece of writing that they have recently drafted.

Worksheet 3:2 An OHP visual to demonstrate how students can correct their own drafts

Copy the two texts from Worksheet 3:2 (without corrections) on to an OHP transparency.
Uncover the top text and identify it as a student's first draft. Explain the context: a student was asked to write about herself for a placement interview.
Discuss with the students *good* and *poor* things about the text (in terms of communication).
Draw attention to the crossings outs - are these 'bad'?
Ask the class to locate errors and mark these on the text, introducing standard correction symbols such as **underlining** to identify errors and **abbreviations in margin** to indicate nature of error, for example **sp.** for spelling; **gr.** for grammar; **arrows** for omissions.
Point out to students that to proof read and locate errors is one step; and to edit and correct errors is a later one. Separating these two steps turns the process into a learning tool rather than just a correction exercise
Discuss why it is helpful to mark mistakes rather than use liquid paper or an eraser; and why identification and marking of mistakes on the texts is more helpful than instant correction (which students often want to do).
Students should consult a dictionary to correct spelling mistakes.
Uncover the second text on the OHP transparency and compare this version with the students' second draft..
Not all items need to be corrected; this depends on the kind and context of text, students' level and confidence and the degree to which standard English is valued above other varieties.
Students rewrite the original text 'correctly' based on their edits.

DRAFTING Level II & II

Worksheet 3:3 A memory check sheet for the drafting process

Students can use this as a reference.

Extension

Writing Matters also contains techniques for editing text in the context of drafting.

Self Access Worksheets contains useful exercises in error spotting and proof reading

SPELLING STRATEGIES Level I

There is no magic way of teaching spelling and learners need to be introduced to a variety of techniques for learning spelling. These techniques should be introduced selectively at appropriate stages. Words should be chosen when encountered in texts or language experience activities, not selected in isolation.

These worksheets are a collection of some spelling strategies. They are not intended to be comprehensive. ***Writing Matters*** offers a section on spelling strategies which is more suitable for higher level students, as does the ALBSU ***Spelling Pack*** which is a good general resource to be used selectively. ***Self Access Worksheets*** presents a number of useful example worksheets on spelling though the author believes that spelling programs need to be individualised. She gives lists of word patterns from which exercises could be written.
Self-Access Spelling concentrates on phonic patterns and 'rules'.

Illustration 1:3 shows a collection of ways that students may make and organise spelling lists, including personal spelling dictionaries and class dictionaries. These can be organised by topic, word patterns and morphemic patterns as well as alphabetically.

Illustration 1:4 is the Dolch word list of the most frequent words in English.

Preparation

Brainstorm all the ways students know of learning spelling and record on the blackboard as a **mind map.**

Ask students to share their preferred strategies and point out there is a range of strategies. Students demonstrate how to use their favourite strategy to the class.

Students need to learn the English names of letters of the alphabet at an early stage, so they can verbalise spelling. Make a list of students' names under each letter of the alphabet and place it on the classroom wall. Students can bring in photos of themselves to add to the poster.
Practise saying '**A is for Amina**', '**B is for Ba**' and so on.

SPELLING STRATEGIES — Level I

A useful way to teach the names of the letters and the sounds they make is as follows: Write the letters of the alphabet as follows on the blackboard

A B F I O Q R

and ask the students to add the others under the correct column above according to the sound. The table should look like this:

A	B	F	I	O	Q	R
H	C	L	Y		U	
J	D	M			W	
K	E	N				
	G	S				
	P	X				
	T	Z				
	V					

Drill the students aloud down the columns and then jump across columns to go through the alphabet in order.

Names of vowels, especially **a**, **e** and **i** require constant practise as they are different in other languages (e.g. 'i' pronounced 'ee'; 'a' pronounced close to 'e' in 'pet').
More advanced or fluent students can avoid confusion caused by different accents if they learn to use telephone alphabets: **My name's Luisa, L for 'London'; U for 'umbrella'; I for 'India'; S for 'Sydney'; A for 'apple'** and so on.
Make up different telephone alphabets: for example based on cities, foods and fruits; Melbourne suburbs and so on. (The Telecom guard word list is not really suitable if students are not familiar with Judeo Christian names like Isaac and English names like Edward).

Dictate names and addresses aloud to students who write down the message. Practise giving and writing phone numbers as well with the same technique.
Teach students to ask for repetition and clarification if necessary - '**Sorry, what comes after 'A' in Hawthorn?**' (not **'I can't understand'**) and increase speed gradually.
Teach students to listen for, and use correct list intonation. The voice rises after each main stress till the end, when it rapidly falls.

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Migrant Women's Learning Centre

This needs regular practice, especially for students who are newer in Australia. Students can dictate names and addresses in pairs, perhaps sitting back to back to simulate a telephone conversation.

SPELLING STRATEGIES — Level I

Worksheet 4:1 A look/cover/write/check grid

Practise **look/cover/write/check** in class with 5 'hard' words, for example the days of the week.

Worksheet 4:2 A reference sheet to use with Worksheet 4:1
This explains how to use Worksheet 4:1.

Read through with students, or, at lower levels, explain the technique to them through demonstration.
Give Worksheet 4:2 to students as a reference.
Encourage them to use the **look/cover/write/check** technique when learning to spell a new word. Eventually they should do this without prompting when ever they need to learn to spell a word.
Discuss the necessity to be selective and choose frequent or otherwise important words for special study.

Worksheet 4:3 A worksheet to encourage discussion and experimentation with different strategies for learning spelling

Students contribute, demonstrate and discuss different learning strategies.
Use the worksheet as a record of how often students used different strategies and refer back to it after some weeks to see which strategies were preferred.

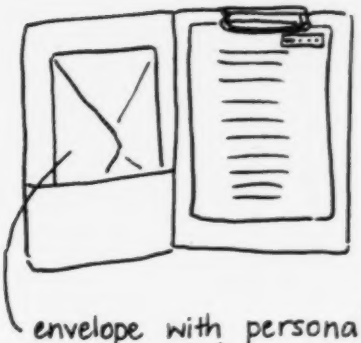
Worksheet 4:4 A wordsearch exercise for practising words from the Dolch list

See Illustration 1:2 for a full list.
Make further variations on this as required.
Students complete the worksheet.

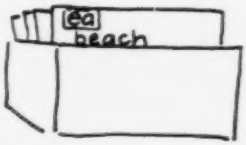
Some ideas for learning spelling

Illustration 1:3

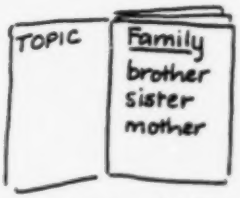
personal spelling dictionary



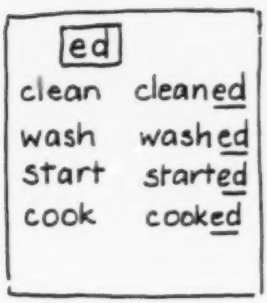
envelope with personal spelling words, cut up sentences etc.



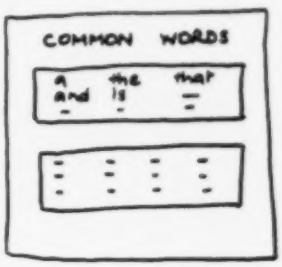
card file : word patterns etc.



topic lists



wall charts



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Louise Tinney

Dolch Word List

Illustration 1:4

These 12 words = 1/4 of all reading

Box A		
a	in	that
and	is	the
he	it	to
I	of	was

Box A plus these 20 = 1/3 of all reading

Box B				
all	be	have	on	they
are	but	him	one	we
as	for	his	said	with
at	had	not	so	you

Box A + Box B + these 68 = 1/2 of all reading

Box C						
about	come	her	me	only	their	were
an	could	here	more	or	them	what
back	did	if	much	other	then	when
been	do	into	must	our	there	where
before	down	just	my	out	this	which
big	first	like	new	over	two	who
by	from	little	no	right	up	will
call	get	look	now	see	want	your
came	go	made	off	she	well	
can	has	make	old	some	went	

SPELLING STRATEGIES

Level II & III

There is no magic way of teaching spelling and learners need to be introduced to a variety of techniques for learning spelling. These techniques should be introduced selectively at appropriate stages. Words should be chosen when encountered in texts or language experience activities, not selected in isolation.

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Illustration 1:2 is a copy of the Dolch word list of the most frequent words in English.

Preparation

Brainstorm all the ways students know of learning spelling and record on the blackboard as a **mind map.**

Ask student to share their preferred strategies and add to the list on the worksheet. Point out there is a range of strategies.
Students demonstrate how to use their favourite strategy to the class.
Students need to learn the English names of letters of the alphabet at an early stage, so they can verbalise spelling. Make a list of students names under each letter of the alphabet and place it on the classroom wall. Students can bring in photos of themselves to add to the poster.
Practise saying '**A is for Amina**', '**B is for Ba**' and so on.

SPELLING STRATEGIES Level II & III

Write the letters of the alphabet as follows on the blackboard:

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and ask the students to add the others under the correct column above according to the sound. The table should look like this:

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J	D	M			W	
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	G	S				
	P	X				
	T	Z				
	V					

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Migrant Women's Learning Centre

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SPELLING STRATEGIES Level II & III

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This explains how to use Worksheet 4:1.

Read it through with students, or, at lower levels, explain the technique to them through demonstration.
Give Worksheet 4:2 to students as a reference.
Encourage them to use the **look/cover/write/check** technique when learning to spell a new word. Eventually they should do this without prompting when ever they need to learn to spell a word.
Discuss the necessity to be selective and to choose frequent or otherwise important words for special study.

Worksheet 4:3 A worksheet to encourage discussion and experimentation with different strategies for learning spelling

Students contribute, demonstrate and discuss different learning strategies.
Use the worksheet as a record of how often students used different strategies and refer back to it after some weeks to see which strategies were preferred.

Worksheet 4:4 A wordsearch exercise for practising words from the Dolch list

See Illustration 4:2 for a full list.
Make further variations on this as required.
Students complete the worksheet.

Worksheet 4:5 To introduce consonants, vowels and syllables
Understanding these concepts helps students **'guess'** spelling. The terminology is also necessary to explain some spelling rules are prerequisite for effective dictionary use.

Work through orally with the whole class before students fill in individually. Discuss **wordstress** and the stressed (rhythm based) nature of English. See ***Self-Access Worksheets*** for further exercises.
Students could be taught about / ə/ and how it effects pronunciation and spelling in English. (see ***Cambridge English Course Book 1, 2, 3***)

Worksheet 4:6 A 'spelling rule' worksheet explaining a common sound /letter (phonic) relationship; in this case consonant blends with **'sh' 'th' 'ch'**

Students work through individually.
Dictate sentences 1-5 after students or students guess the initial letters from context.
Self-Access Worksheets, ***The Spelling Pack*** and ***Self-Access Spelling*** offer examples for other common phonic patterns, like **silent** 'e' and doubling of consonants. Teachers could make additional worksheets suited to the level and interests of their own class.

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SPELLING STRATEGIES Level II & III

Extension

Discussion: Demystify spelling in English by

- comparing English and the students' own language
- discussing the history of English and showing how it is a recent mixture of other languages like French, Latin and Anglo Saxon (related to German) and also has many words borrowed from other languages
- discussing with students who are parents how their children learnt spelling at school in Australia and how long it took.

Dictation: This is a very useful technique. Dictations can be used as learning tasks as well their traditional use as tests. Depending on the purpose, use unseen texts or seen texts, or cloze items in a given text.

See ***Self Access Worksheets*** for further advice on how to select and use dictations.

Dictagloss is an example of how dictations can be used to develop students' awareness of grammar as well as spelling and also of pronunciation and word stress.

FORMS

Level I

Form filling is an important competency and its successful performance in daily life can contribute to students' confidence.
At early levels, student can learn to read some form items (surname, first name, address etc) which they can match to their own personal details. Once students have some idea of what this involves and have completed exercises similar to those here, they should practise on authentic forms. Be careful to select a limited set of terms at early stages: for example, 'given' name is clearer than 'Christian' name (if students aren't) or 'first' name (many languages give surnames first.
As students become confident copying their details on to the form, vary and extend the items asked for: for example; **surname** instead of family name; **initials** instead of given name, and so on.

Worksheet 5:1 Flashcards to teach students to understand common items from forms

Students write their own personal details on a matching set of 4 blank flash cards.
Cut out Worksheet 5:1.
Students match the flash cards from Worksheet 5:1 to the correct personal detail flash card.

Worksheet 5:2 A very simple form practising name and address

The worksheet introduces a new term: **initial**.
Fold worksheet in 3 for look/cover/write/check procedure.
Students practise filling in and checking their own work.

Worksheet 5:3 Flash cards to teach common additional items often requested in forms

Students write on their own personal details a matching set of 4 blank flash cards.
Cut out Worksheet 5:3.
Students match the flash cards from Worksheet 5:3 to the correct personal detail flash card.

Worksheet 5:4 A simple practice form

Students complete carefully.
Photocopy multiple blanks and let students practise till they are perfect.
Vary the items on this form if the student's requirements are different.
Students' best efforts should be photocopied and filed carefully, perhaps in a plastic wallet in their folder, both as a record of achievement and also as a handy reference.

Extension

Writing: **More Form Filling** - When students need to fill in a 'real' form (CES, DSS, bank forms), photocopy it several times. When they have practised on the photocopies, students can copy the information onto the 'real form'.
Collect multiple copies where possible for practice. (Some 'real' forms are much too hard and should be adapted and simplified.)

FORMS Level II

Form filling is an important competency and its successful performance in daily life can contribute enormously to students' confidence. Once students have some idea of what this involves and have completed exercises similar to those here, they should practise on authentic forms. Be careful to select a limited set of terms at early stages: for example, 'given' name is clearer than 'Christian' name (if students aren't) or 'first' name (many languages give surnames first).

As students become confident copying their details on to the form, vary and extend the items asked for example; **surname** instead of family name; **initials** instead of given name, and so on.

Form filling is a useful introductory or warm-up activity at the beginning of any class.

Worksheet 5:4 A simple practice form

Students write on a matching set of 4 blank flash cards their own personal details.
Cut out Worksheet 5:1.
Further variations on this theme can be devised as can simplified versions of authentic forms needed for particular students or groups of students.

Worksheet 5:5 A **look/cover/write/check** sheet to practise basic form filling

Students practise filling in the form and checking their own work.
Fold worksheet in 3 for look/cover/write/check procedure

Worksheet 5:6 An exercise to introduce form rubric

Students match the rubric (box A) with the examples (box B).

Worksheet 5:7 A 'made up' form to practice

Students read the text and transcribe Ngia's details on to the form
Copy the bottom half of the form again and students fill in their own details.

Worksheet 5:8 A 'made up' form to practise

Students fill in.
Copy as many times as necessary for them to get it right.
Make up variations to practise other kinds of form language and questions.

Worksheet 5:9 A resume outline

Students fill in accurately and with as much detail as they can. The information can then be set out in resume format on a new sheet of paper, or added to.
If possible, get it word processed.
Getting There: Activities for Job Seekers provides more useful exercises especially for workseeker students.

FORMS

Level II

Extension

Writing: Collect a variety of authentic forms to practise in class. Students should practise important forms until they have a perfect copy. A selection of these should be filed in their folder (in a plastic envelope) both as a record of achievement and a reference for future use. When students need to fill in a 'real' form eg. CES, DSS, bank forms, photocopy it several times. When they have practised on the photocopies, they can copy the information onto the 'real form'.

Collect multiple copies where possible for practice.

FORMS Level III

Form filling is an important competency and its successful performance in daily life contributes enormously to students' confidence. Once students have some idea of what this involves and have completed exercises similar to those here, they should practise on authentic forms. Be careful to select a limited set of terms at early stages: for example, 'given' name is clearer than 'Christian' name (if students aren't) or 'first' name (many languages give surnames first).
As students become confident copying their details on to the form, vary and extend the items asked for example; **surname** instead of family name; initials instead of given name, and so on.
Form filling is a useful introductory or warm-up activity at the beginning of any class.

Worksheet 5:9 A resume outline

Students fill in accurately and with as much detail as they can. The information can then be set out in resume format on a fresh sheet of paper, possibly added to...
If possible, get it word processed.
Getting There: Activities for Jobseekers provides more useful exercises especially for workseeker students.

Worksheet 5:10 A vocabulary exercise to practise the language of forms
Get multiple copies of Customs Form A1, Dispatch Note CP2 and Customs Declarations C2/CP3 from the Post Office.

Students ask each other:

Do you sometimes send a parcel overseas?
What sort of things do you send?

Ask students to think of a present to send a friend or relative overseas. Ask them to write down exactly what the present is and the name of the person they're sending it to. Finally, ask each person to report back to the group saying eg. 'I'm sending a toy koala to my niece in Israel'.
It's important to be precise at this stage as this makes filling in the customs forms easier.
Hand out the small green Customs Form A.1 for students to fill in using their notes from the activity above.
Teach expressions and vocabulary in context:

detailed description
contents
insert a cross
article
gift

Show the students the form Customs Declaration C2\CP3 and ask if they know what it's for.
Hand out Worksheet 5:10
Students complete the exercise.
Ask students to find all the words listed on the worksheet on the form and underline them.

FORMS Level III

Write these true\false statements on the blackboard.

i) You must fill in the form in English

ii) Australian Customs authorities will open the parcel to see what is inside.

iii) If you write clearly and fill the form in properly, the parcel should go without delay

iv) You definitely won't have to pay custom duty.

Students check 'Instructions to the Sender' on the back of the form to answer these questions.

Students fill in the form with details from the initial activity.

Worksheet 5:11 To practise the language of forms

Pass copies of the form Dispatch Note CP2 to each student and ask if they think it's the same as the Customs Declaration. What is this form for?

Ask which part of the form is for 'office use only'? What new information is required on this form? (It seems to be information for the postman rather than for the customs officer)

Teach expressions in context:

insured value
packing
space reserved
labels

Students go ahead and fill in the front of the form, then turn it over. Why is it necessary to fill in the back of the form as well?

Hand out Worksheet 5:11.

Students, working in pairs, attempt this exercise, then compare notes with another pair. When each group of four reaches a consensus, ask them to find on the back of the Dispatch Note the expressions from the left margin of the worksheet and underline them.

Finally fill in the form again with details from the first activity.

Extension

Writing: Forms are a useful introductory warm up activity at the beginning of a class. Collect a variety of authentic forms to practise in class. Students should repeat each form till they have a perfect copy. A selection of these should be filed carefully in their folder (use a plastic envelope) both as a record of achievement and a reference for future use. Exercises should also provide strategies to apply to form filling in unfamiliar context.

Vocational Preparation: The information on Worksheet 5:10 can be copied out in resume format by the student and then wordprocessed to provide a resume. ***Getting There: Activities for Jobseekers*** and other AMES material provide further useful practice and exercises especially for workseeker students.

SIGNS & SYMBOLS — Level I

It is important that beginner students relate to non-verbal symbolic sources of information and that they understand common signs around us. Teach students the word **sign.**
Use excursions into the local community to contextualise common signs. At the beginning, limit the varieties of signs. For example, 'doors':

open\closed
pull\push
exit\entrance

Teach students to scan signs for key familiar words. Show them how such words are repeated in many contexts.
Many signs contain symbolic and verbal information that is crucial for safety.
Understanding symbolic value is a prerequisite for the use of maps, including the street directory and for dictionary use.
Paradoxically students from pre literate backgrounds sometimes find that stylised pictures or logos are more difficult to 'read' than words. The notion that pictures have symbolic rather than literal value needs to be made explicit.
Show students how some common visual images have symbolic (non-literal) meaning; for example a white cross on a red background has many meanings (Christianity, hospital; emergency and so on). Help students identify and recognise logos in a variety of contexts and to 'read' logos and symbols in new contexts.
Colours also have symbolic value; for example, red often means 'fire' or 'stop'.
Students need to relate signs to their physical setting and context in order to interpret their messages.
Understanding the value and use of signs and symbols as crucial to obtaining a driver's licence. Students who are preparing for their licenses will be very interested in this topic and may require extra practice.

Worksheet 6:1 To introduce the idea of symbolic representation on common signs

Students look at the visuals.
Elicit from students where they might find these signs.
Read the words.
Discuss: **Why use symbols (pictures) on signs?**

Worksheet 6:2 To introduce some common road signs

Students look at the signs and describe what they mean and where they are found.
Students read the signs.
Ask students to look out for these signs when they drive or are passengers.
Make more worksheets for other sets of signs (for example, building signs, like '**exit**' or '**toilets**'.)

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SIGNS & SYMBOLS Level I

Worksheet 6:3 To introduce some visual symbols on signs

Fold the page on the heavy line.
Discuss possible meanings of the signs.
Cut out the boxes.
Students match signs with the meanings on the labels.
If students are very unfamiliar with road signs, it might be appropriate to match realistic pictures with the signs. If necessary, take students to see real signs in context.

Worksheet 6:4 To practise the use of 'must' in statements of prohibition

Fold the worksheet on the heavy lines.
Students read the **stop** sign and label **you must stop**.
Uncover the next 4 signs and discuss them.
Uncover the labels and match them with the signs. If students are preparing for their license, extend this with additional signs.
If students seem ready, make sentences with 'mustn't'. Use Worksheet 6:2 & 6:3 signs if necessary.

Worksheet 6:5 A board game to practice some sign words

Copy and enlarge the worksheet and match on cards.
Divide students into teams of 3 and 4 and give a copy of the enlarged worksheet to each team.
Students throw the dice.
Students have to read the word they land on.
Play on till the winner reaches the finish.
A variation is to provide pictures of corresponding symbols for each sign.
Students select the right symbol for the sign that they land on.

Extension

Games: Collect pictures of signs and symbols in context and mount them on cards. Games of Snap and Bingo are fun ways of doing matching exercises.

Access Information: ***Vital Signs***, a resource for primary school literacy contains more activities.
English for Driving and ***Road Rules (Learner Reader Course)*** both prepare students for obtaining driving licenses.

SIGNS & SYMBOLS Level II

Understanding symbolic value is an important life and study skill necessary for successful use of much reference material (street directories, dictionaries...). The worksheet also practises the language function of obligation and the use of modal verbs in English.

Preparation

Discuss the use and value of **symbols** on **signs**. Introduce both words. Use the red cross on a white background as an example and discuss its range of meanings.
Contrast this with a white cross on a red background.
The Priority Course offers useful source material.
Look at the uses of signs for **prohibition** (white disc with red border and diagonal); **caution** (yellow triangle), **mandatory** behaviour (blue disc). Other useful words to introduce are **'hazard' 'risk;** and **'meaning'.**

Worksheet 6:6 To practise the use of **must** to express the language function of **obligation** to describe **mandatory** signs

Fold the page in 3 on the heavy lines.
Students look at the visuals section on the top. Elicit from students where they are likely to see these symbols and what the articles of protective clothing are called. point out the use of **'you'** in English when making general statements.
Unfold the next section.
Elicit from the students the semantic value of the signs using the drill:

'You must wear _____'

Teach the term **'obligation'** and **'compulsory'.** Student unfold the worksheet in order to cut up the boxes and match the warnings with the signs.
Ask students what is special about the verb **'must'** and point out that it has to accompany another verb, in this case 'wear'. The other verb is in the infinitive form.
Ask students if they know any other verbs like '**must**'.
Ask students if there is anything else unusual about '**must**' and use this to introduce Worksheet 6:8 (formation of negative form of modal verb).

Worksheet 6:7 To practise composing general statements of obligation with **must**

Elicit vocabulary for the symbols. Discuss the meaning of the symbols.
Where you find the signs? What colour and shape are they?
Point out that blue discs symbolise mandatory behaviour.
Discuss the exact meaning of **you must**.
Students complete the drill in writing.

SIGNS & SYMBOLS — Level II

Worksheet 6:8 To introduce and practise the use of **mustn't** to describe **prohibitory** signs

Hand out the worksheet. Students fold the page in 3 on the heavy lines. Students read the sign and text from the top section.
Elicit where students have seen this sign and any other examples of similar signs with red on white discs with a diagonal line: e.g., non-smoking signs.
Students unfold the worksheet in order to cut up the boxes and match the texts to the signs.
Discuss the symbolic value of the red on white discs with diagonal red lines and introduce the word **prohibition.**
Ask students to identify the language of prohibition **mustn't** used in the text on Worksheet 6:8 and point out the **contracted form.**
Elicit the full form **must not** and note the position of the apostrophe (to stand for the missing letter **'o'**).
Discuss why **'must'** does not need an auxiliary verb (do/does) in order to make a negative statement.

Worksheet 6:10 To practise composing longer sentences with **mustn't** in the context of common road signs

Read through the signs and compose sentences orally describing the prohibition or restriction and giving a reason with **because.**
Revise the use of impersonal **'you'** when making generalisations in English.
If necessary scribe the students' oral descriptions of the signs on to the blackboard.
Students fill in the worksheet (or copy the statements rom the blackboard).

Worksheet 6:11 A study guide to modal verbs

Write **must** and **mustn't** on the blackboard and elicit students' understanding of the use fo these words for expressing obligation or prohibition.
Ask students if they know any more verbs like **must** and list them on the blackboard, e.g., ***should, can, might***
Ask students what is special about such verbs:

- we use them with another verb
- we don't use auxiliary verbs (**do, does, did**) with them.

Contrast ***don't swim there!***
with ***you mustn't swim there***
not ~~***you don't mustn't swim there***~~
and ***do you swim there?***
with ***can you swim?***
not ~~***do***~~ ***can you swim?***

Check the formation of the contracted negative forms, paying particular attention to the position of the apostrophe.
Teach the term **'modal verb'**
Self-Access-Worksheet, Self-Access Grammar and ***Basic English Usage*** all explain the use of modals more full and contain further exercises.

SIGNS & SYMBOLS Level II

Worksheet 6:12 To practise scanning texts on parking signs

Students skim signs and ascertain they are parking signs.
Discuss where they are found, other kinds of parking signs and predict likely content of texts: e.g., time limits, meter parking, clearways.
Students scan the signs for differences:
e.g., directions of arrows
different times
meter parking versus free parking versus no parking
Introduce vocabulary necessary to describe signs:
limits/restrict
unlimited
Students read the texts in detail and answer the questions.

Worksheet 6:13 To practise modal verbs in the context of common warning signs

Students look at the signs.
Ask: **Where would you see these?**
What is the message of each?
Which ones have similar messages?
Elicit which signs are prohibitory or obligatory and which are merely advisory, and discuss the differences between '**should**' and '**must**'.
Students match the warnings on the bottom half of the worksheet with the signs. (Several signs have the same meaning.)
Ask the students for other modal verbs of **obligation**, **prohibition** or **advice**
e.g. **had better/ought to/have to/have got to/need to**
Record them on the blackboard.
Use the warning messages on Worksheet 6:13 as a substitution drill, substituting the above verbs for **must** or **should** as appropriate.
See ***Self Access Grammar*** for some more demanding exercises regarding modal verbs.

Extension

Grammar: ***Basic English Usage*** looks at how different modal verbs affect the meaning of the main verb:

You should do your homework
You must do you homework
You can do your homework

Access Information: Students who are preparing to get their license should become familiar with road rules. Two license preparation texts are ***English For Driving*** and ***Road Rules (Learner Reader Course)***.

Many more exercises can be devised to practice reading the symbols or texts on road signs.
Emergency Procedure: Information on this can be found at the front of the White Pages among other places. Picture sequences showing artificial rescuscitation and similar can be used to drill use of modals 'First you have to . . . ' and also to introduce composing of procedural teaxts (instructions).

SIGNS & SYMBOLS Level III

Understanding symbolic value is an important life and study skill necessary for successful use of much reference material (street directories, dictionaries...). The worksheet also practises the language function of obligation and the use of modal verbs in English.

Preparation

Discuss the use and value of **symbols** and **signs**. Introduce both words. Use the red cross on a white background as an example and discuss its range of meanings. Contrast this with a white cross on a red background.
The Priority Course offers useful source material.
Look at the uses of signs for prohibition (white disc with red border and diagonal); caution (yellow triangle), **mandatory** behaviour (blue disc). Other useful words to introduce are **'hazard' 'risk'** and **'meaning'.**

Worksheet 6:7 To practise composing general statements of obligation with **must**

Elicit vocabulary for the symbols. Discuss the meaning of the symbols.
Where do you find the signs? What colour and shape are they?
Point out that blue discs symbolise mandatory behaviour.
Discuss the exact meaning of **you must.**
Students complete the drill in writing.

Worksheet 6:9 To introduce and practise the use of **mustn't** to describe **prohibition**

Students look at the non-smoking sign, and read the text with **mustn't.**
Discuss the colour and shape of the sign (a red slashed circle on a white disc), and ask the students if they know any other such signs.
Explain the meaning of the colour and shape as a category of prohibitory signs.
Teach the words **prohibition** and **warning**.
Elicit the full form of **mustn't**, **must not** and discuss the placement of the apostrophe (in the position of the missing letter, not at the word break).
Students complete the worksheet giving reasons for the prohibition.

Worksheet 6:11 A study guide to modal verbs

Write **must** and **mustn't** on the blackboard and elicit students' understanding of the use fo these words for expressing obligation or prohibition.
Ask students if they know any more verbs like **must** and list them on the blackboard, e.g., ***should, can, might***
Ask students what is special about such verbs:

- we use them with another verb
- we don't use auxiliary verbs (**do, does, did**) with them.

Contrast	***don't swim there!***
with	***you mustn't swim there***
not	***you ~~don't~~ mustn't swim there***
and	***do you swim there?***
with	***can you swim?***
not	***~~do~~ can you swim?***

SIGNS & SYMBOLS Level III

Check the formation of the contracted negative forms, paying particular attention to the position of the apostrophe.
Teach the term **'modal verb'**
Self-Access-Worksheet, Self-Access Grammar and ***Basic English Usage*** all explain the use of modals more full and contain further exercises.

Worksheet 6:12 To practise scanning texts on parking signs

Students skim signs and ascertain they are parking signs.
Discuss where they are found, other kinds of parking signs and predict likely content of texts: e.g., time limits, meter parking, clearways.
Students scan the signs for differences:
e.g., directions of arrows
different times
meter parking versus free parking versus no parking
Introduce vocabulary necessary to describe signs:
limits/restrict
unlimited
Students read the texts in detail and answer the questions.

Worksheet 6:13 To practise modal verbs in the context of common warning signs

Students look at the signs.
Ask: **Where would you see these?**
What is the message of each?
Which ones have similar messages?
Elicit which signs are prohibitory or obligatory and which are merely advisory, and discuss the differences between '**should**' and '**must**'.
Students match the warnings on the bottom half of the worksheet with the signs. (Several signs have the same meaning.)
Ask the students for other modal verbs of **obligation**, **prohibition** or **advice**
e.g. **had better/ought to/have to/have got to/need to**
Record them on the blackboard.
Use the warning messages on Worksheet 6:13 as a substitution drill, substituting the above verbs for must or should as appropriate.
See ***Self Access Grammar*** for some more demanding exercises regarding modal verbs.

Worksheet 6:14 To practise the use of different modal verbs in warnings
Worksheet 6:14 and 6:15 both very suitable for homework exercises.

Students complete in pairs or individually.
Check answers with the whole class and discuss any variations.
Check the correct grammar; for example use or omission of 'to' depending on the modal verb; and that the main verb is in the infinitive.

SIGNS & SYMBOLS Level III

Worksheet 6:15 A guided writing exercise to practise giving **advice** using modal verbs

Read through the hazard problems in class and offer advice. Obviously there are no single answers.
Explain a common function of modal verbs is to give **advice**.
Students can use a range of modal verbs in their answers. Encourage them to write at length if this seems of interest.
e.g. ***snakebite procedures***.

Extension

Grammar: ***Basic English Usage*** looks at how different modal verbs affect the meaning of the main verb:

You should do your homework
You must do you homework
You can do your homework

Reading: The instructions in basic emergency procedures in the telephone directory provide relevant reading material, for example, the Basic First Aid Treatment for Collapse. In turn, these pages can be used to stimulate composition of procedural teaxts (instructions) as well as drills of modal verbs 'First you have to . . . '.
Writing: Practice, especially in writing instructions.

Access Information: Students who are preparing for getting their licenses should become familiar with road rules. Two license preparation texts are ***English For Driving*** and ***Road Rules (A Learner Reader Course).***
Many more exercises can be derived to practice reading the symbols or texts on road signs.

The Road Rules Booklet can be used to develop further reading/writing exercises, though students may take a purely instrumental view of the text and relate to its content rather than the language.

TIMETABLES — Levels I & II

Timetables provide a useful introduction to those same skills of scanning vertically and horizontally and picking out the relevant from a mass of information that are necessary for dictionary or telephone directory use. Timetables show in a simplified form the same features of column format and the use of different typefaces and layout to carry meaning. These exercises relate to a specific bus route but could serve as models for similar exercises on other bus or train routes.
Students need to be familiar with the time in written form; e.g. 3.05.
Some countries use the 24 hour clock for timetables and students may raise this.
Check students understand a.m. and p.m.

Worksheet 7:1/Worksheet 7:2 Text of a bus timetable
This text is necessary to complete Worksheets 7:3 and 7:4.

Contextualize the text by asking students where it is found: (at bus stops) and if they usually use the timetable to plan journeys by public transport.

Worksheet 7:3 A quiz sheet to practise reading timetables

Students refer to Worksheets 7:1 and 7:2 (the bus timetable) in order to answer the questions.
Show students how to use their fingers to scan along or down columns.
Talk through the sheet orally.
Students fill in the worksheet.

Worksheet 7:4 To introduce students to the use of different **fonts** in information texts

Study Worksheet 7:2. How many different fonts or sizes of print can the students identify? Discuss which sections of text are larger, in bold, or in upper case. Discuss why the font and print size varies.
Ask if students know any other fonts, and in particular introduce them to **italic.**
Students complete worksheet.

Extension

Reading: Railway or aeroplane timetables often use **symbols** like a crossed knife and fork to show meal times.

TELEPHONE DIRECTORY Level I

These worksheets are based on the Melbourne telephone directory (White Pages)
A class set of reasonably current telephone directories should be available. (It helps if the whole class has the same version.) These worksheets need to be checked and updated as there are some changes each year, especially to the format of the information pages.
Confident use of the telephone directory is an important step in learners gaining autonomy. These worksheets also introduce and practise a number of transferable skills: alphabetical order, scanning down columns for information, and locating information in a larger text.
The skills introduced in this topic are best practised in short frequent bursts, for example, in warm up activities over a whole semester.
Worksheets 8:1 to 8:5 practise alphabetical ordering.
Worksheet 8:6 introduces information on the emergency telephone services and provides an opportunity to practise the crucial oral language needed in order to access this service.
The teacher's notes include ideas for strategies to promote effective giving and taking of oral information about telephone numbers, addresses, etc.
Telecom has also produced learning materials for adults to understand and use the Yellow Pages Directory.

Preparation

Show students a telephone directory and ask them what it is used for, if they ever use it, and how one can find names in it quickly. It will be obvious to them that starting on page 1 and reading through all the names is not an efficient method!
Show students how names are grouped according to the initial letter of the family name, and discuss why this is a good idea.

Worksheet 8:1/Answersheet 8:2 To introduce the idea of alphabetical ordering of names
If students are unfamiliar with the names of the letters of the alphabet, some of the exercises in Topic 5 **Spelling Strategies** are helpful.
Students also need to be able to distinguish between upper and lower case letters, and recognise that names in English always start with capital (upper case) letters.

Use the blackboard to show students how names can be sorted according to the position in the alphabet of the initial letter.
Ask the students to dictate to you all the letters in order on the blackboard as in the worksheet and remind students that the telephone directory is divided into two books.
Ask: **Which book has the name 'Azzopardi'?**
Continue with the other examples from Worksheet 8:1 and if necessary make up more until the concept is clear to students.
Hand out Worksheet 8:1.
Students fill in.

Hand out Answersheet 8:2 and ask students to check their own work. If they still need more practice make further worksheets.
Ask students where their own family names are in the alphabet; before K or after K? Which telephone books are they in?

TELEPHONE DIRECTORY Level I

Worksheet 8:3/Answersheet 8:4 To help students locate names in the 2 volumes of the telephone directory

If students need a lot of assistance work through the worksheet content on the blackboard as in Worksheet 8:1 first.
Hand out Worksheet 8:3 for students to complete and then check their own answers against Answersheet 8:4.
Ask students to identify which books their own surnames are in.

Worksheet 8:5 To introduce the alphabetical ordering of names of streets and to extend this to alphabetical ordering of names with the same first letter
Use familiar names and streets.

List all the students' names on the blackboard in alphabetical order; use given or family names. Group any names that start with the same first letter.
Show the students the telephone directory again, so they understand how many pages each initial letter covers, and why further ordering is necessary.
Ask students which name in each group is first in the telephone directory.
Work through Worksheet 8:5 with the students.
Students should use the alphabetical strip above the street names to establish letter order.
Show the students how we order the first letter, and then the second letter, and if necessary the third letters.
Make further examples like Worksheet 8:5 till students are confident in ordering names.
Use the blackboard to show students what initials are and where they are placed in different contexts (before surname with title: ***Mrs M.L.Tan;*** and after surname in directories and lists: ***Tan, M.L.***)
Students look up their own numbers. Especially if they have never done so before, it is very exciting to recognise their own names and those of friends and families in print!
Give students a copy of the directories in pairs and let them explore a little.

Worksheet 8:6 To introduce emergency telephone procedure

Show the students the inside front cover in the telephone directory.
Ask students what the pictures mean.
Check the idea of three separate emergency services and that students understand which to call in each situation.
Ask students if they have ever rung up 000 or the other emergency numbers, and if so, what happened.
Check students understand that emergency calls are free.
Discuss the advantages and disadvantages of using T.I.S (Telephone Interpreter Service) in an emergency.
Cut out the pictures and captions and hand out to the students.
Read the captions.
Students match the captions and the pictures.
Explain that 000 is easy to remember, or you can ring a specific number for each service.
Check the students pronounce '0' as 'Oh' and not zero or anything else.

TELEPHONE DIRECTORY — Level I

Students listen to the teacher reading the phone numbers, e.g., '**double one, double four, one**'. Note the intonation, which rises in clear steps till the end of the list when it falls dramatically.
Hand out the number captions.
Students practise reading the numbers themselves.
Students match the emergency numbers with the captions and pictures as in the inside the front cover of the telephone directory.

Extension

Game: Mount single letters of the alphabet on flashcards. Students group the letters in alphabetical order; or add missing letters to an incomplete sequence; or time how quickly they can find a particular letter in a full sequence.
Make worksheets of the alphabetical sequence, both lower and upper case, and leave out letters for students to fill in the gaps.

Telephone skills: **Giving telephone numbers clearly / noting telephone numbers**. This is an important skill requiring a lot of practice. Model the correct intonation for speaking telephone number and drill this:

824 79 97 The arrows show the pitch of the voice.

Correct intonation is essential for comprehensibility when giving information and awareness of the pattern aids comprehension when receiving information.
Students in pairs practise giving and writing down each other's telephone numbers.
Phone dictation: Teacher dictates telephone numbers to the class. Include numbers with double digits and '0'.

Teach students how to repeat back the number after they have noted it down when taking messages so that they can check it is correct, and at the end of the process, to feedback to the person who gave the number.
e.g., **'My number is 824 7997'**
'OK. That's 8-2-4-7-9-9-7'
'That's right'
Drill this dialogue in pairs till students are proficient.
When students are confident, teach them to ask for repetition by deliberately muttering the number when dictating.
Drill phrases like, **'I'm sorry, can you say that again'** or **'Could you repeat that, please'.** Pay attention to the **phatic** language (**'sorry, pleases'**, etc.) and **polite** (gently rising) **intonation.**
The next step is for students to practise asking for clarification rather than repetition of the whole number. Students should be specific as possible when indicating lack of comprehension, e.g., **'What was the number after 4?'** (rather than 'I don't understand'.)
Practise by dictating numbers and deliberately muttering one number,
e.g. **8 g 1 k 4 7997**

£00

TELEPHONE DIRECTORY Level I

When students are quite confident, extend to giving and spelling their names and addresses. make sure they specify their given name and surname; e.g.,
'My family name is Tan, and my given name is Mei.'
Students who are not clear when spelling out letters could make up a telephone alphabet along the lines of **'a'** is for **'apple'** (see Topic 5).

Role play the emergency telephone services with students playing the part of the caller. As they become more adept, express non-comprehension of part of the message so that the checking back process becomes real,
e.g., **'Right. Your name is Mrs Mei.'**
'No, I'm sorry. My name is Mrs Tan. Mei is my given name.'
Make sure students always check back, and that they ask listeners to check back if students are giving information.
Use simulated phone noises to put the roleplay in the context of the student speaking to the Emergency Service telephone operator. The student needs to identify the service they require if ringing 000 and give name, address and address of incident, as well as some simple details. Use picture prompts (cut from magazines and mounted on card) to set up different situations to report (burglars, domestic violence, etc.)
Consolidate oral practise of such dialogues by providing written versions 8-10 lines long (4-5 interchanges). After students have read and copied these dialogues, provide jumbled versions for students to sequence, versions with key words missing for cloze exercise, or versions for matching the beginning and ends of sentences.
Even students with limited oral English need to understand how to access the emergency services and to be able to do so.
Other situations for practising simple telephone roleplays will present themselves according to the needs of the students.
What's My Line contains a range of ESL activities designed around telephone use.

Form Filling: Much of the above information is asked for on forms. Sample accident report forms can be devised; students give details like make of car, colour and registration number. Work places are another source of accident report forms.

Access Information: Discuss with students what range of telephone services they have accessed and what others they might need (TIS - Telephone Interpreter Service; towing services; Children's Hospital; children's school...). Help them to write important numbers in a notebook or teledex (in alphabetical order, of course) so they can refer to them readily.

TELEPHONE DIRECTORY Level II

These worksheets are based on the Melbourne Telephone Directory (White Pages).
A class set of reasonably current telephone directories should be available. It helps if the whole class has the same versions. These worksheets need to be checked and updated as there are some changes each year, especially to the format of the information pages.
Confident use of the telephone directory is an important step in learners gaining autonomy. These worksheets also introduce and practise a number of transferable skills: alphabetical order; scanning down columns for information and locating information in a larger text.
The skills introduced in this topic are best practised in short frequent bursts, for example, in warm up activities over a whole semester.
The teacher's notes include ideas for strategies to promote effective giving and taking of oral information about telephone numbers, addresses, etc.
Telecom has also produced learning materials for adults to understand and use the Yellow Pages Directory.

The telephone directory is a valuable source of information and language and many exercises and activities can be based around it. The activities here can be extended, updated or rewritten to make them more topical for specific students.
This topic also includes some strategies to practise giving and receiving of telephone messages.
Some exercises also familiarise students with emergency telephone call procedure.

Worksheets 8:7 and 8:8 practise alphabetical ordering.

Worksheets 8:9 and 8:10 practise locating addresses and understanding abbreviations for place names.

Preparation

Show students a telephone directory and ask them what it is used for, if they ever use it, and how one can find names in it quickly. it will be obvious to them that starting on page 1 and reading through all the names in not an efficient method!
Show students how names are grouped according to the initial letter of the family name, and discuss why this is a good idea.

Worksheet 8:7 To introduce alphabetical ordering of names in the telephone directory

Show students the two volumes of the Melbourne telephone directory and check they know that the first is A-K, the second L-Z.
List students' surnames on the blackboard and ask each student which volume contains her name.
Discuss how to find names in the telephone directory quickly, and why sorting names into alphabetical order according to the initial letter of the surname is used in most countries. What procedures are used in non-alphabetical languages like Chinese?
Ask students if they use the telephone directory much, and explain that the class is going to practise learning to use it rapidly.

TELEPHONE DIRECTORY Level II

Ask where alphabetical sorting or indexing is used, and what are alternative methods. Is alphabetical indexing always the most appropriate way to locate or store goods or information? (for example, in the fridge?). What method do the students use in their folders?
Hand out a set of telephone directories to each pair of students and practise opening the book as close as possible to a described letter of the alphabet. For example, look for C towards the beginning of the A-K section.
Show students how to use the guide surnames at the top of the page to rapidly assess in which direction to turn the pages: e.g., find **'Bridger'**
Ask: **Do I go backwards or forwards to find 'Brivas'?**
Continue rapidly locating names on pages by the above technique until students are proficient.
If students are not habitual telephone directory users, they will also want to look up their own names and those of people they know!.
Hand out Worksheet 8:7 and work through with students as a consolidation exercise.

Worksheet 8:8 To practise finding telephone numbers in the directory by using alphabetical ordering of names and initials

Blow up a section of the telephone book to use as a master copy and if possible show this on the OHP.
Ask students to find the desired surname on the page, e.g., **Hood** and then ask them how to find the 'right' **Hood**.
Check students are familiar with the **initials** and that they know when initials are used in English, and when they go before the surname (with titles: **Mrs M.L. Tan**) and when they go after (in directories and lists: **Tan, M L.**)
Show students how to run their finger down the column and skim till they find the correct initials.
Students work through Worksheet 8:8 as consolidation.
Give students lists of names and initials (perhaps their classmates) and time their ability to find the numbers in the telephone directory until they are proficient.

Worksheet 8:9 To introduce or practise common uses of abbreviations

Write '***Swanston St***' on the blackboard and ask students what '**St**' means.
Teach the word abbreviation.
Ask students where they see abbreviations, e.g., street signs, addresses, but also on calendars, diaries, etc.
Students work through the worksheet and check their answers in groups.

Worksheet 8:10 To practise finding telephone numbers in the telephone directory using surnames, initials and suburbs

Students locate the correct names on the worksheet.
Students check their answers in groups.

TELEPHONE DIRECTORY Level II

Extension

Access Information: Refer to Level I Worksheet 8:6 if students are not confident about using the emergency services.

Game: Mount single letters of the alphabet on flashcards. Students group the letter in alphabetical order; or add missing letters to an incomplete sequence: or time themselves how quickly they can find a particular letter in a full sequence.
Make worksheets of the alphabetical sequence both lower and upper case and leave out letters for students to fill in the gaps.

Telephone skills: **Giving telephone numbers clearly / noting telephone numbers**. This is an important skill requiring a lot of practice. Model the correct intonation for speaking telephone number and drill this:

824 79 97 The arrows show the pitch of the voice.

Correct intonation is essential for comprehensibility when giving information and awareness of the pattern aids comprehension when receiving information.
Students in pairs practise giving and writing down each other's telephone numbers.

Phone dictation - Teacher dictates telephone numbers to the class. Include numbers with double digits and '0'.
Teach students how to repeat back the number after they have noted it down when taking messages so that they can check it is correct, and at the end of the process, to feedback to the person who gave the number.
e.g., **'My number is 824 7997'**
'OK. That's 8-2-4-7-9-9-7'
'That's right'
Drill this dialogue in pairs till students are proficient.
When students are confident, teach them to ask for repetition by deliberately muttering the number when dictating.
Drill phrases like, **'I'm sorry, can you say that again'** or **'Could you repeat that, please'.**
Pay attention to the **phatic** language (**'sorry, please'**, etc.) and **polite** (gently rising) **intonation.**

The next step is for students to practise asking for clarification rather than repetition of the whole number. Students should be specific as possible when indicating lack of comprehension, e.g., **'What was the number after 4?'** (rather than 'I don't understand'.)
Practise by dictating numbers and deliberately muttering one number,
e.g. **8 g 1 k 4 7997**
When students are quite confident, extend to giving and spelling their names and addresses. Make sure they specify their given name and surname; e.g.,
'My family name is Tan, and my given name is Mei.'
Students who are not clear when spelling out letters could make up a telephone alphabet along the lines of **'a'** is for **'apple'** (see Topic 5).

TELEPHONE DIRECTORY — Level II

Role play the emergency telephone services with students playing the part of the caller. As they become more adept, express non-comprehension of part of the message so that the checking back process becomes real,

e.g., **'Right. Your name is Mrs Mei.'**
'No, I'm sorry. My name is Mrs Tan. Mei is my given name.'

Make sure students always check back, and that they ask listeners to check back if students are giving information.

Use simulated phone noises to put the roleplaying in the context of the student speaking to the Emergency Service telephone operator. The student needs to identify the service they require if ringing 000 and give name, address and address of incident, as well as some simple details. Use picture prompts (cut from magazines and mounted on card) to set up different situations to report (burglars, domestic violence, etc.)

Consolidate oral practise of such dialogues by providing written versions 8-10 lines long (4-5 interchanges). After students have read and copied these dialogues, provide jumbled versions for students to sequence, versions with key words missing for cloze exercise, or versions for matching the beginning and ends of sentences.

Even students with limited oral English need to understand how to access the emergency services and to be able to do so.

Other situations for practising simple telephone roleplays will present themselves according to the needs of the students.

What's My Line contains a range of ESL activities designed around the telephone.

Suburb Familiarization: Use the Melways or other street directory to practise. Discuss the need to orient oneself when going to a new suburb. Look at the index of localities in the street directory and find a new suburb in the area maps.

Practise orientation,

e.g., **Carlton is next to Fitzroy.**
Carlton is near Collingwood

Writing: Students write address on envelope and fill in the top right hand corner of a letter with abbreviated forms of address and date.

TELEPHONE DIRECTORY LEVEL III

At this level it is assumed that students will be familiar with using the telephone directory. The topic leads to the practice of effective strategies for giving and taking telephone messages.
It is possible to develop many other exercises around the material in the telephone directory. It might be necessary to update these exercises or make them more topical for any particular class.

Extension

Access Information: Refer to Level I Worksheet 8:6 if students are not confident about using the emergency services.

Game: Mount single letters of the alphabet on flashcards. Students group the letter in alphabetical order; or add missing letters to an incomplete sequence: or time themselves how quickly they can find a particular letter in a full sequence.
Make worksheets of the alphabetical sequence both lower and upper case and leave out letter for students to fill in the gaps.

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Correct intonation is essential for comprehensibility when giving information and awareness of the pattern aids comprehension when receiving information.
Students in pairs practise giving and writing down each other's telephone numbers.
Phone dictation: Teacher dictates telephone numbers to the class. Include numbers with double digits and '0'.
Teach students how to repeat back the number after they have noted it down when taking messages so that they can check it is correct, and at the end of the process, to feedback to the person who gave the number.
e.g., **'My number is 824 7997'**
'OK. That's 8-2-4-7-9-9-7'
'That's right'
Drill this dialogue in pairs till students are proficient.
When students are confident, teach them to ask for repetition by deliberately muttering the number when dictating.
Drill phrases like, **'I'm sorry, can you say that again'** or **'Could you repeat that, please'.** Pay attention to the **phatic** language (**'sorry, pleases'**, etc.) and **polite** (gently rising) **intonation.**

The next step is for students to practise asking for clarification rather than repetition of the whole number. Students should be specific as possible when indicating lack of comprehension, e.g., **'What was the number after 4?'** (rather than 'I don't understand'.)
Practise by dictating numbers and deliberately muttering one number,
e.g. **8 g 1 k 4 7997**

TELEPHONE DIRECTORY Level III

When students are quite confident, extend to giving and spelling their names and addresses. Make sure they specify their given name and surname; e.g.,
'My family name is Tan, and my given name is Mei.'
Students who are not clear when spelling out letters could make up a telephone alphabet along the lines of **'a'** is for **'apple'** (see Topic 5).

Role play the emergency telephone services with students playing the part of the caller. As they become more adept, express non-comprehension of part of the message so that the checking back process becomes real,
e.g., **'Right. Your name is Mrs Mei.'**
'No, I'm sorry. My name is Mrs Tan. Mei is my given name.'
Make sure students always check back, and that they ask listeners to check back if students are giving information.
Use simulated phone noises to put the roleplaying in the context of the student speaking to the Emergency Service telephone operator. The student needs to identify the service they require if ringing 000 and give name, address and address of incident, as well as some simple details. Use picture prompts (cut from magazines and mounted on card) to set up different situations to report (burglars, domestic violence, etc.)
Consolidate oral practise of such dialogues by providing written versions 8-10 lines long (4-5 interchanges). After students have read and copied these dialogues, provide jumbled versions for students to sequence, versions with key words missing for cloze exercise, or versions for matching the beginning and ends of sentences.
Even students with limited oral English need to understand how to access the emergency services and to be able to do so.
Other situations for practising simple telephone roleplays will present themselves according to the needs of the students.

At this level, some practise of different ways of introducing or specifying topics when making business calls may be appropriate, with particular attention paid to **register**
Practise oral language like:
'Look ... you might be able to help me' where the speaker signals that she will be making a longer query with **'Look** ... (pause)'.
'Yes ... (pause)' often serves the same function.
Roleplay, using the same technique as described above when checking back, is the best way to practise this. Give the students cue cards with problems and ask them to ring you (as the official) about the problem.

Your gas bill is twice as much as usual.

The official role should always be played by the teacher in this technique. Firstly, because the student is rehearsing real life situations; its not a dramatic device. Secondly, because the teacher needs to remain in role and ask the kinds of questions that are authentic; or to block the caller/student by being rude, or difficult, or unavailable or the wrong department. Record the role play so that the rest of the class can listen and analyse how effective the student was in getting what she wanted. It is also useful for students to practise asking for the correct department citing reference numbers and so on in such queries.

Functions of English offers a good overview of ways to teach such language, though the examples are sometimes a bit BBC.
Speak for Yourself and ***Advanced Intensive English Language course for Women in the Community*** both explain more about the roleplay technique described here.
What's My Line contains a range of ESL activities designed around the telephone.

Suburb Familiarization: Use the Melways or other street directory to practise. Discuss the need to orient oneself when going to a new suburb. Look at the index of localities in the street directory and find a new suburb in the area maps.
Practise orientation,
e.g., **Carlton is next to Fitzroy.**
Carlton is near Collingwood

THE DICTIONARY Level II

The dictionary used here is the Macquarie Junior Dictionary as it is current, Australian and clear. ESL learner dictionaries, e.g. Longmans Advanced Learners Dictionary, are often too complex for early stage literacy learners.
The worksheets prepare for confident dictionary use by teaching necessary skills like scanning down vertical columns and across columns; alphabetical ordering; recognising abbreviations and symbols and the meaning of different typeface and font size.
These worksheets should be used as part of a sequence of lessons over several weeks (perhaps at the beginning of a course) rather than worked straight through.
If students are not confident about the names and sequence of the letters of the alphabet see some of the worksheets in Topic 4 and 8 that practise this. In particular refer to Worksheet 4:5, and check students recognise **vowels, consonants** and **syllables.**

Worksheet 9:1 To revise knowledge of alphabetical order

Guide students through the worksheet.
Check answers with the whole class.
For more practice, hand out a dictionary to each student and show students how to open the dictionary as close as possible to the word they are seeking, for example, in the middle, or towards the end, or wherever.

Worksheet 9:2 To generate discussion about the scope and purpose of dictionaries

Hand out Worksheet 9.2 and guide the students through the quiz and ensuing discussion. There are of course no 'right' answers to most of the questions.
The answers to both 2 and 3 are 'true, if you know how to use them' - this will be followed up in the following worksheets. The answer to 4 is that it depends on the purpose, and how wide a vocabulary range learners have in their first languages. The answer to 5 and 6 is generally speaking 'This isn't helpful'.
There is a good discussion on memory and the difficulty of remembering disconnected pieces of information in the ALBSU *Spelling Pack.*
When reading, encourage students to use a highlighter or pencil to mark selected key new words and to look these up after they've finished a section of text (unless they're so crucial for meaning, they need to be looked up immediately). Refer to Topic 4 for some ways of remembering and learning new vocabularyencountered in reading. The **look/cover/write/check** technique can be adapted to test meaning as well as spelling.
Brainstorm all the possible uses and kinds of dictionaries with students -

USES	**DICTIONARIES**
translation	***bilingual***
new words	***monolingual***
spelling	***pocket***
meaning	***school***
	technical, etc.

Which dictionaries are best for which purposes?
Remind students that native speakers also use dictionaries for meaning as well as spelling.

THE DICTIONARY Level II

Worksheet 9:3 To familiarise students with dictionary format

The worksheet is based on the Macquarie Junior Dictionary.

The worksheet introduces the terms: **headwords (or entries); guidewords; column.**

This page was originally chosen for a particular class following the text study in Past Experiences Topic I 'Remembering', where the word **chilblain** occurs. A different page of the dictionary could be used if it contextualised a word (words) recently studied by your class.

The advantage of copying a dictionary page onto a worksheet is that the whole class can focus on the same information together; also the sheet can be annotated.

Point out the most obvious features of the pages - the use of 2 **columns**

Ask: **Why? What other texts use columns?**

Show students the **guidewords** at the top of the page and discuss their use.

Ask: **What other text uses these?**

Show students the **headwords** for each dictionary **entry**. Check they understand where each entry starts and finishes.

Look at the first featured entry: ***chilblain.***

Discuss the use of different typeface and what information the entry conveys (**part of speech; definition**).

Look at the second featured entry: ***chic.***

This entry includes three additional features: a (bracketed) **pronunciation guide**; an **example**, and a **word use** note.

Discuss the adoption of **foreign words** into English and ask students for other examples, especially from non-European languages.

Look at the third entry ***child*** and focus on the **two separate meanings** 1 and 2 and on the **word use** and **word building** notes.

Point out to students how much useful information is contained in each entry.

Finally, ***chip***; this word has 2 separate entries, one for a noun with 3 meanings; another for a verb with 2 meanings; including a prepositional verb ***chip in***.

Practise locating words in the dictionary.

Tell the class: **'I'm looking for the word *paragraph*'**, and open the dictionary at random.

Read out the guidewords and ask the students '**Do I go on or do I go back**?'

Let the class tell you where to open the dictionary next according to the guidewords until you locate the word.

Show students how to flick the pages, with one eye on the guidewords.

Write a list of words on the blackboard and in the dictionary. Divide students into teams of two.

First team to locate all the words wins.

Students will quickly see that using the guidewords makes their task much quicker.

Worksheet 9:4 A homework exercise to consolidate Worksheet 9:4

Students complete this exercise individually.

THE DICTIONARY Level II

Worksheet 9:5 To introduce the use of the dictionary to practise spelling

Talk through the worksheet with the class before the students fill in individually.
Show students on the blackboard how to look words up in the dictionary if you're not sure about the spelling or the first few letters by guessing the first few letters, writing down different possibilities and looking them up till you find the right one.
(Of course, if this doesn't work quickly, encourage students to ask an informed person, or use a bilingual dictionary.)

Extension

Using the dictionary: The best way to extend and practise dictionary skills is to encourage students to use dictionaries frequently both in and out of class. Some students also enjoy using a thesaurus.
Encourage students to critically contrast the content, layout and user friendliness of a range of different dictionaries. Students should choose their preferred bilingual or monolingual dictionary for different purposes. Suggest it's more convenient to use a pocket dictionary in class.

Pronunciation: Study of the use of the IPA (International Phonetic Alphabet) symbols or other phonetic renderings of English in dictionaries.

Grammar: Students practise looking up the past tense of irregular verbs, irregular plurals, and so on.

Library work: Make a trip to the local library to look at other reference books, e.g. atlases, encyclopedia.

THE DICTIONARY Level III

The dictionary used here is the ***Macquarie Junior Dictionary*** as it is current, Australian and clear. EFL learner dictionaries, e.g. ***Longmans Advanced Learners Dictionary***, are often too complex for early stage literacy learners.
The worksheets prepare for confident dictionary use by teaching necessary skills like scanning down vertical columns and across columns; alphabetical ordering; recognising abbreviations and symbols and the meaning of different typeface and font size.
These worksheets should be used as part of a sequence of lessons over several weeks (perhaps at the beginning of a course) rather than worked straight through.
If students are not confident about the names and sequence of the letters of the alphabet see some of the worksheets in Topic 4 and 8 that practise this. In particular refer to Worksheet 4:5, and check students recognise vowels, consonants and syllables.

Reasons for Reading, ***Study Skills for Reading*** and ***Help Yourself to English, Book 3*** and ***4*** all offer further exercises and training in sound dictionary use.

Worksheet 9:2 To generate discussion about the scope and purpose of dictionaries

Hand out Worksheet 9:2 and guide the students through the quiz and ensuing discussion. There are of course no 'right' answers to most of the questions.
The answers to both 2 and 3 are 'true if you know how to use them' - this will be followed up in the following worksheets. The answer to 4 is that it depends on the purpose, and how wide a vocabulary range learners have in their first languages. The answer to 5 and 6 is generally speaking 'This isn't helpful'.
There is a good discussion on memory and the difficulty of remembering disconnected pieces of information in the ALBSU ***Spelling Pack***.
When reading, students should be encouraged to use a highlighter or pencil to mark selected key new words and to look these up after they've finished a section of text (unless they're so crucial for meaning, they need to be looked up immediately. Refer to Topic 4 for some ways of remembering and learning new vocabulary encountered in reading.
The **look/cover/write/check** technique can be adapted to test meaning as well as spelling.

Brainstorm all the possible uses and kinds of dictionaries with students -

USES	**DICTIONARIES**
translation	***bilingual***
new words	***monolingual***
spelling	***pocket***
meaning	***school***
	technical, etc.

Which dictionaries are best for which purposes?
Remind students that native speakers also use dictionaries for meaning as well as spelling.
Discuss the value of translations and what skills are needed to do it well. For example, there is often no direct correspondence between words in different languages and it is necessary to look at the words in context.

THE DICTIONARY — Level III

Worksheet 9:3 To familiarise students with dictionary format.
The worksheet is based on the ***Macquarie Junior Dictionary.***
The worksheet introduces the terms: **headwords (or entries); guidewords; column.**
This page was originally chosen for a particular class following the text study in Past Experiences Topic I **'Remembering'**, where the word **chilblain** occurs. A different page of the dictionary could be used if it contextualised a word (words) recently studied by your class.
The advantage of copying a dictionary page onto a worksheet is that the whole class can focus on the same information together; also the sheet can be annotated.

Point out the most obvious features of the pages - the use of 2 **columns**
Ask: **Why? What other texts use columns?**
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Show students the **headwords** for each dictionary **entry**. Check they understand where each entry starts and finishes.
Look at the first featured entry: ***chilblain.***
Discuss the use of different typeface and what information the entry conveys (**part of speech; definition**).
Look at the second featured entry: ***chic.***
This entry includes three additional features: a (bracketed) **pronunciation guide**; an **example**, and a **word use** note.
Discuss the adoption of **foreign words** into English and ask students for other examples, especially from non-European languages.
Look at the third entry ***child*** and focus on the **two separate meanings** 1 and 2 and on the **word use** and **word building** notes.
Point out to students how much useful information is contained in each entry.
Finally, ***chip***; this word has 2 separate entries, one for a noun with 3 meanings; another for a verb with 2 meanings; including a prepositional verb ***chip in***.

Practise locating words in the dictionary.
Tell the class: **'I'm looking for the word *paragraph*'**, and open the dictionary at random.
Read out the guidewords and ask the students '**Do I go on or do I go back**?'
Let the class tell you where to open the dictionary next according to the guidewords until you locate the word.
Show students how to flick the pages, with one eye on the guidewords.
Write a list of words on the blackboard and in the dictionary. Divide students into teams of two.
First team to locate all the words wins.
Students will quickly see that using the guidewords makes their task much quicker.

Worksheet 9:6 To revise alphabetical ordering in the context of the dictionary
The exercises assess students' familiarity with the approximate position of each letter in the dictionary and their skill at locating words quickly.

Discuss the answers to the problems on Worksheets 9:6.
Students fill in answers individually.

THE DICTIONARY Level III

Worksheet 9:7 To test students' understanding of alphabetical order
This is a demanding exercise. It is most suitable as a homework exercise.

Explain to students that the exercise is demanding.
If necessary talk through questions orally first.
Students answer questions from Worksheet 9.7 in writing.

Worksheet 9:8 To practise using the dictionary as a tool to check spelling

Write **chalk** on blackboard and ask students what is difficult about the spelling.
Introduce the term 'silent letter' and ask students for any other difficult English words containing silent letters. List on the blackboard.
Talk through Worksheet 9.9 orally first if necessary.
Students complete worksheet.

Worksheet 9:9 To introduce and practise use of names of parts of speech in the context of dictionary use
The passage is taken from a book by a young refugee describing his first months in London.

Refer students back to Worksheet 9:3 and ask them to read the entry for ***chip***.
Explain the meaning of **definition**.
Ask: **'The sea is blue. Is this a definition?'**
'The sea is salt water covering two-thirds of the earth. Is this a definition?'
Ask the class to agree on a definition of **noun,** and then **verb, adjective,** and **adverb.** Give examples if students are still not clear about the meanings of the terms.
Students read the passage in the box and discuss it if necessary, and mark the parts of speech as instructed.
Students read the definitions of parts of speech and compare their earlier definitions with those on the worksheet.
Students complete exercises 1 and 2.
Self Access Worksheets includes some similar exercises suitable for follow up.

Worksheet 9:10 To consolidate students' ability to make sense of dictionary entries
This exercise is suitable for homework.

Refer students back to Workshee. 9:3
Use the exercises as a test.
Hand out the worksheet and ask students to complete individually or in pairs.

THE DICTIONARY Level III

Extension

Reading: Dictionary use: keep a set of dictionaries in the classroom. Encourage students to refer to monolingual or bilingual dictionaries in class and at home.

Introduce a more complex dictionary, for example an advanced learners dictionary. ***Strategies for Reading*** has some appropriate exercises to introduce the use of symbols, abbreviations and pronunciation guides in more complex dictionaries.

Integrate dictionary use with reading and demonstrate effective strategies when reading in class. Hand out highlighter pens or pencils and ask students to mark 10 unknown words while skim reading an unseen passage of about 300 words, perhaps from a class reader. (Use highlighter on photocopies, pencil on books.) Discuss which words are best marked, and why 10 is enough.

Suggest students spend 10 minutes looking up the words in the dictionary and making a note about their meaning or a translation in the margin before reading the passage again. Time students so that they read quickly. This technique is called **glossing**.

Suggest students spend some time at home copying any new words they particularly want to include in their active vocabulary into a personal dictionary.

Repeat this technique in class frequently till students instinctively reach for a text maker and dictionary when they read, and also use it when they read on their own account.

Discuss on which occasions it is *not* appropriate to look up words and highlight texts. If the process disrupts students reading for relaxation, students should not use it. On the other hand, it is crucial for study texts.

STREET DIRECTORY Levels II & III

These worksheets practise using an index to locate suburbs or specific information, using an index and reference to locate streets.
They practise the use of map symbols, as well as following a map. They also consolidate previous topics by practising indexing by alphabetical order, and scanning (both vertically and horizontally) to locate information on a grid system all in the context of teaching students to use the Melbourne ***Melways*** street directory.
A grid reference may be a new concept to students with little previous education.
A class set of street directories is valuable; contact Melways for remaindered sets.

Worksheets 10:4 and 10:5 are based on ***Melways*** Map 30. These should be used as models for worksheets based on students' local area maps. The worksheets look at the use of a key and symbols to designate landmarks.
Worksheet 10:6 is based on the key maps at the front of the directory.
Worksheet 10:7 is based on the index section at the back of the directory.

Preparation

Revise alphabetical order if necessary.
Show a copy of the ***Melways*** and briefly explain the relationship between the index (white-bordered pages) and the maps (blue-bordered pages). Remind students that the colours are used in street directories to convey information i.e. symbolically.
Ask students to flick through the ***Melways*** to get a good idea of the general layout.
Ask students to study the **index** and teach the word.
Ask them where else they have encountered an **index** or **directory**. Discuss the use of alphabetical order.
Open the ***Melways*** at a grid map.
Ask the students if they know how to use the grid system, and how they usually find their way around.

Worksheet 10:1 To introduce the grid system and use of map reference
The worksheet can be used as an OHP overlay and placed over OHP copies of ***Melways*** maps enlarged to the same size.

Show students the index entry for Dennis Street, Northcote, and its map reference.
Demonstrate scanning vertically on the grid from top to bottom or vice versa, and then horizontally by running a finger down/up and across the page in order to reach the hatched box.
Hand students copies of the Worksheet 10:1.
Students find the grid references at the bottom of the worksheet.

STREET DIRECTORY Levels II & III

Worksheet 10:2 To practise finding a street and a suburb on the map
The arrows on the worksheet are placed to indicate the horizontal and vertical columns.

Hand out the worksheet.
Ask students to use the arrows and their fingers to find Dennett Street, Watsonia.
Show students how to orient the map in order to read street names that are not written horizontally.
Ask: **How many suburbs are on the worksheet?**
What are their names?
Show students how to skim the whole page and look for the names of suburbs, fainter background words in capital letters. They are written in pale blue in the original.
Show students the index of localities.
Students look for their own street in the ***Melway's*** alphabetical street index, note the map reference, and then find it on the map.
Students look up Smith Street.
Ask: **How many Smith Streets in Melbourne?**
What suburbs are they in?
The students can see that each Smith Street has a different map reference.
Check directions (N,S,W,E, etc.) and their location in relation to known parts of interest.
For example, **The city is to the south. The river is to the East. Preston is to the North.**
Check that students can find directions on the street directory pages.

Worksheet 10:3 To practise the use of abbreviations in addresses in the ***Melways*** index

Write **rd. st.** and **sth.** on the blackboard and elicit their meaning.
Teach the term 'abbreviation'.
Students study the list of **abbreviations**.
Read through the Dianne entry at the top of Worksheet 10:3.
Students practise finding the name of the street in the correct suburb in the index entries from Worksheet 10:3.
Students look up these streets in the ***Melways.***
Put up a list of street names on the board and see how quickly students can find them.
Check other common abbreviations: **fwy, hwy, jct, mt**.
Discuss when a capital letter is required for the abbreviation (when an address is written).
Practise by writing addresses on envelopes.

Worksheet 10:4 To introduce the use of a key and symbols to represent stations main roads, stations and tram lines

Show students the key at the top of the worksheet and discuss what a key is and why it is useful. Why use symbols on a map?
Show students the key page on the ***Melways***.
Students use Map 30 to fill in Worksheet 10:4.

STREET DIRECTORY — Levels II & III

Worksheet 10:5 To practise more symbols for house numbers, km to the city, tram stop numbers, tram route numbers, direction to Melbourne city
The exercise helps students orient a particular street in terms of location and transport.

Students use Map 30 to fill in Worksheet 10:5.
Students find their own street and use the ***Melways*** to collect similar information.
Class survey: Students fill in a grid with class members' details.

Student's name	Street	Suburb	Nearest main road	Nearest railway station

Worksheet 10:6 A quiz to familiarise students with the area maps at the front of the ***Melways***
Students use the key maps to answer the questions on Worksheet 10:6

Practise pronouncing and spelling common central Melbourne street names.
Note that in Australian English slight stress is placed on the last word in a place name.

St Kilda Road
da DUM da dum
Swanston Street
DUM da dum
Swanston Street Walk
DUM da da dum

Students practise finding and accessing central city locations from their homes. Hand out cue cards like these:

> **Your appointment is at the Eye and Ear Hospital at 11 am. You are going to take the train from Ringwood Station. Explain how to get here and how long you will need.**

> **There is a free concert at the Myer Music Bowl on Thursday night at 8 pm. Avoid the parking hassle, and work out how to get there with public transport and how long it will take.**

Worksheet 10:7 A quiz to familiarise students with the contents page and information section at the back of the ***Melways***

Students use the contents page and the community information pages and skim the ***Melways*** as a whole to answer the questions.

STREET DIRECTORY Levels II & III

Extension

Speaking: The topic lends itself to students practising giving (and much more useful!) receiving directions.

See Topic 8 on giving and noting telephone numbers for a description of good technique in receiving information. In the same way, teach students to check back addresses and street directions:

'Go to the end of the street and turn right ...'
'OK, turn right at the end of the street ...'
'The Migrant Women's Learning Centre is 35 Johnston Street ...'
'Which is 35 Johnston Street?'.

See ***Reasons for Reading*** for examples of further exercises.

Access Information: **Map reading**, especially if students are not confident about this. Give students cue cards with texts to read and follow on the map.

> **Starting at the intersection of Victoria Street and Punt Road, drive East along Victoria Street. Turn left into Church Street, and then turn right. What school is on the left? What public sporting amenity is next to the school?**

Scale and map distance can also be introduced.

Other exercises can be devised to read public transport maps, though the current MET map is remarkably un user-friendly.

Central city area - If students are not confident in the central city, devise orienteering exercises and send them into town in groups. For example, ask them to fill in the names of city landmarks on a given route on a map.

Tourist maps of Melbourne can be used for more grid referencing and map reading practice. Class sets are obtainable from the RACV shop in Collins Street.

Students can use tourist pamphlets to choose and plan an excursion. Refer them back to the Day Tours map in the Melways when planning the route.

Extend the use of maps to understanding building directories - e.g. in department stores or shopping centres - and perhaps to drawing plans of houses or larger buildings (a TAFE college is ideal if students are familiar with the site).

Update the use of store guides and information directories to include touch screen information on computers as found in Myers or in the City. This revises and refines the term 'directory'.

Local area study - Students can collect all the information they can on local services - transport, community services and so on, perhaps marking it on a big poster map in the classroom. This kind of exercise generates practice in speaking and listening to English as well as reading and writing.

The ***Melways*** also includes a useful Emergency Service page which could provide reading and writing exercises.

STREET DIRECTORY — Levels II & III

Reading: **Real estate ads** - Real estate is a subject of interest to almost everyone. Look at a selection of houses to rent or buy. Which areas are cheaper? Which more expensive? Why? Practise reading the language of ads, and some of the abbreviations - OFP, etc. Students will appreciate real estates agent's use of directions eg 'close to public transport' means 'on a main road'. Use the street directory to find out what is available in a given area. The ***Trading Post*** can also be used as a stimulus to looking up locations - e.g. **'find a second-hand TV near Eltham'.**

Grammar: See the ***Priority Course*** for practice when to use the definite article with place names, e.g.: **The Town Hall**
Myers
The Myers store in Northland.

220

Study Skills 1.1

Date: _ _ _ _ _ _ _ _ _

LOOKING AT LEARNING

Learning Experiences

I watched a friend driving a car. I was in the car sitting down changing the gear and I reversed first and then I found first gear and I started the car and I drove down the road but I stalled it. I started it again and I put it in first gear and then I ran it in first gear until I got second gear. I met an accident and hit a doctors car. It cost me some money because I didn't have a license. Later I went for my license and got it first time.

I watched the lady cut the cloth for the dress and then I started to thread the machine up and I started sewing my dress for the picnic at Christmas. I did not go to school to learn to sew I just learnt by watching.

I went to a driving school. You have to learn a lot of things. If you are nervous you can't drive. Only when I pass a vehicle I felt nervous but gradually I picked it up. If I do things quickly I panic. But when I get experience I take my time.

I cut leather skirts. I buy a pattern and tracing paper. I just cut it. It comes naturally for me. If you don't get it right try again.

Study Skills 1.2

Date: _____

LOOKING AT LEARNING

What have you tried to learn?	Why did you try to learn?	How did you try to learn?
1. successfully		
2. unsuccessfully		

Study Skills 1.3

Date: _ _ _ _ _ _ _ _ _

LOOKING AT LEARNING

My Schooling

I went to school in Fiji
when I was five years old.
I was at school
for two years
when my mother died.
My youngest brother
was only three months old.

My grandmother
looked after us.
Her sight
was not good
and she couldn't look after
my little brother.
I left school
to look after him.
I was the oldest girl
at home.
My younger brothers
and sister
went to school.

Sita

Study Skills 1.4

Date: 26 ---

LOOKING AT LEARNING

Think about two things you have learnt and fill in the table.

What have you tried to learn?	Why did you try to learn?	How did you try to learn?
1. successfully	*to get a job* *for pleasure* *for survival* *any other reason?*	*by yourself* *from a book* *from a friend* *from the tv* *trial and error* *any other way?*
2. unsuccessfully		

225

Study Skills 1.5

Date: _ _ _ _ _ _ _ _ _

LOOKING AT LEARNING

How Do You Learn?

If I wanted to remember my friends' phone numbers so I don't have to keep looking them up . . . . . I could

(a) put them on a tape and keep listening to them

(b) repeat them over and over while looking at them

(c) test myself by covering the numbers over and repeating them

(d) use mnemonics

(e) put them on the fridge

(f) _____

_____

_____

If I wanted to learn how to play the guitar . . . . . I could

(a) listen to a guitar player I like and try to copy the sounds

(b) watch a good guitar player and then try it myself

(c) learn from a book where to put my fingers

(d) go to a teacher

(e) _____

_____

_____

Study Skills 1.6

Date: _____

LOOKING AT LEARNING

Learning English

If I read and write in English every day
I notice that I am getting better,
but if I don't write anything for a week or a month,
I keep forgetting the words I have learned before.

Writing is more important to me than reading.
With writing I can remember the words
and how to spell them more easily.
To have English lessons two hours a week is not enough.
You have to give yourself at least three hours a day studying English.
Being a wife and mother of three teenagers
I find it impossible.

So many times
I think I will do some writing at night,
but when dinner is over and dishes are done
I get tired and unable to concentrate on any writing.
I usually read a book when I go to bed
but most of the time I fall asleep with the book in my hand.
For some people it is not too difficult
to cope with family life and outside interests
but I find it hard.
Probably I am not very well organised.

One way to have some time to yourself
is to neglect some household duties.
But that is impossible
if your husband expects you to be a perfect wife.
Another way to have some time to yourself
is to be well organised.

To be well organised
you have to be a well balanced person
with a happy present life.
If you're coping with so many other problems
and your emotions are going in all different directions
you can't be that well organised.
It is very hard to cope with household,
family and outside interests.

Amalia

Study Skills 1.7 Date: _ _ _ _ _ _ _ _

LOOKING AT LEARNING

I Don't Want To Feel Left Out Any More

Read this story:

I Don't Want To Feel Left Out Any More

Antonia Maccaro

I came to Australia in 1967. I was twenty years old. I was born in Italy in a small city called Latina.

I could not speak English, not even one word. I felt very lonely and lost. I had no family here and most of all I was very confused.

I never forgot the things my parents and teachers taught me, to be true and patient, not to be ashamed of what you are.

I went to live in Balaclava and there I lived next door to an old Australian couple. I made friends with them and the woman was very good to me. But in general they disliked migrants.

When you go to a new country you have to accept a little discomfort to learn the language. I started to learn English from television and looked at pictures in books and tried to communicate the best I could by contact with people.

And when I decided there was no going back to Italy, I searched for a school to go to and that is what I am doing now. I wish I will make it because it is important to me, I don't want to feel left out any more.

Please tick (✓) the correct answer below:

1. Antonia came to Australia in:
   - 1920
   - 1967
   - 1976

2. She was born in :
   - a small city called Latina
   - a big city called Rome
   - a big city called Latina

3. When she arrived:
   - she could speak a little English
   - she could speak no English
   - she could speak very good English

4. She felt lonely and lost because:
   - she had no family here
   - she was confused
   - she forgot the things her parents taught her

Study Skills 1.8

Date: _____

LOOKING AT LEARNING

I Don't Want To Feel Left Out Anymore

Now answer these questions.

1. How did she start to learn English?

_____

_____

_____

2. Why did she finally decide to go back to school?

_____

_____

_____

3. Why does she want to make it?

_____

_____

_____

4. Can you write something about yourself?

Start here like this:

I came to Australia in _____ . *I was* _____ *years old.*
I was born in _____ *in a* _____ *city called*
_____ . *When I arrived in Australia, I felt* _____
_____.
I went to live in _____
_____
_____

And now, write your own story:

What name will you give it ?
What story do you want to tell?
What message do you have?

Study Skills 1.9

Date: _ _ _ _ _ _ _ _

LOOKING AT LEARNING

Adult Literacy

Sunday night I watched T.V. on Channel 0, the ethnic station. There was a program called "Scoop". It showed a program on Adult Literacy in Sydney.

A lady interviewed a ***young man*** *who worked in a shoe factory for eight years. He never got a rise in his pay. The young man couldn't read or write and some of his friends he saw and went out with were unable to read and write too.*

He managed to get his licence to drive a car. He drove his car out one morning and when he came to a road sign saying 'No Through Road' he didn't know the meaning of the road sign and words.

He said on the program that he wanted very much to improve himself with his English and writing and later on to go into a better job.

Another man *was interviewed. He was in his late 30's. He said his brother and sister are well educated and he was left behind. His job was as a pastry cook and he wanted very much to be an actor, but his English was very poor.*

He is studying English now, and goes to night school to improve himself. He mentioned one job he had before he left to go into pastry cooking. He couldn't handle all the paper work so he passed it on to somebody else and pretended he was busy. The firm gave him a promotion to be a foreman but he knew he couldn't take the position.

It was a very interesting program.

Karena Young

Now write 3 reasons why learning English is important for the first young man.

Write 2 reasons for the second one.

Discuss what these words mean when we discuss writing:

draft
summary

Study Skills 1.10

Date: _ _ _ _ _ _ _ _

LOOKING AT LEARNING

A Language in Common

"I have wished all my life to be an educated man, but until now the need to provide for my family has made it impossible. I left school very young. God has blessed my work, and enabled me to provide for my sons the education I could not have. Now my sons can support me, and I have the leisure to learn. All the English I know I have learnt without tuition. I listened to Englishmen speak in the days when the British were still in India.

Now I am in the UK, I listen to the radio and television. But reading and writing have remained a difficulty for me. I spend time every day in the library, trying to read the newspapers, but many words escape my understanding. Now I have a teacher, I am sure I can begin to attain my life's ambition. I wish to thank you for providing me with this opportunity.

By an ESL student in Britain

Answer the questions on paper:

1. Who wrote this text?
2. Do you like the text? Why?
3. Find 3 words in the text that are new to you.
4. Write down any words that you know but had not seen written before.
5. Write some sentences using these patterns.

a) | I've / she's / he's | always wanted to be | an educated person. / educated. / able to read and write. |

b) | I / She / He | left | school / home / my country | very young.

6. Now write your own passage: *'I have wished all my life....'*

Study Skills 1.11

Date: _____

LOOKING AT LEARNING

Literacy is a Magic Word

Picture: TINA HAYNES

John Ross, who hid his literacy problem for years: "I felt there was something stopping me from being successful." 31/10 Age

Literacy is a magic word that can change lives

By MEGAN BACKHOUSE

John Ross spent most of his school life in hospital. Born with undersized bones and hip joints, he was being operated on while others were learning to read and write.

At 16, he could read but could not spell enough words to write a sentence. He left school and ran a newspaper and magazine store on a street corner in Port Glasgow, Scotland. Because of his literacy problem, his mother did all the administration.

In 1969, when he was 30, he decided to come to Australia. He got a job as a forklift driver at General Motors-Holden's.

He says nobody knew about his literacy problems and he found it very hard to tell people. "I felt I was hating something. I felt there was something stopping me from being successful. I was not doing any good and hating it because one day I knew it would come out and I was scared about it coming out."

Five years ago, Mr Ross went to a company training course in Ballarat, examining the quality of work life. "We had a brainstorming session and things like that. And one of the exercises was you had to do a bit of writing, and I avoided it and then I openly told them about it, that I thought I had a problem."

Mr Ross, with five other GMH employees, then went to English classes at GMH for 20 weeks so that he can now write sentences and take minutes of meetings.

"(After the course) I could write a lot better and communicate a lot better. I helped people on the shop floor a lot better and felt very good and a lot more confident ... my prospects at work have already improved."

For the past five years Mr Ross has been a facilitator officer and shop steward at GMH. Four weeks ago, he was appointed full-time coordinator to represent the five main unions representing the car industry.

PAGE 22: One in 10 'has trouble'.

Read and discuss:

1. Find the headline. Do you agree?
2. Why did John Ross have a literacy problem?
3. How did he feel about his problem?
4. How did he come to go to classes?
5. What changes have happened as a result?
6. Do you know any similar stories about people you have met?
7. Do you think literacy skills are important to everybody in the community? Why?

Study Skills 2.1

Date: _____

RECORD KEEPING

Name: _____ Course: _____

Date	Work Done	Comments

Study Skills 2.2

Date: _ _ _ _ _ _ _ _ _

RECORD KEEPING

Word Collection

Collect 2 new words each week

Week	Words Collected	Where did you find them	Meanings Comments
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Date: _____

DRAFTING

Proof Reading and Correcting Writing 1

Look at Draft 1. Can you help Lena?
Find and correct her mistakes.

Draft I

1. I decided do something for myself so
2. I came start to English classes for learnad
3. to read and write, so ~~wo~~ now I feel
4. much beta because I can do every
5. thing by myself without ask no one
6. and I am very happy.

Draft 2

1. I decided do somithing for myself so
2. I started English classes to learned
3. to read and write, so ~~w~~now I feel
4. much better because I can do every
5. thing by myself without asking anyone
6. and I am very happy.

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Study Skills 3.2

Date: _____

DRAFTING

Proof Reading and Correcting Writing

This is the first draft

born I
gr Borne in Italy 13 - 1 - 44. ∧Came to
sp
I worked
gr Australia 24 - 9 - 63. ∧Work as Welder
different places
sp since in different plices. I was involved
accident fifteen months
sp in exdend fiftin month ago and
I've
gr I been off work since.

Now write your passage again like this:

Born in Italy 13 - 1 - 44. I came to Australia 24 - 9 - 63. I work as welder since in different places. I was involved in accident fifteen months ago and I've been off work since.

Date: _ _ _ _ _ _ _ _

DRAFTING

Writing

First Draft Get down ideas on the piece of paper. Don't worry too much about grammar punctuation or spelling.

- Do not worry about mistakes
- Have a go! Put down any letters you think are in the word
- Leave a gap for unknown words.

Editing First Draft

- Read first draft
- How do you feel about what you wrote?
- Does it say what you mean?
- What parts do you like/ dislike?
- Circle any words you are not certain about
- Is there anything you want to add/delete? Are there any sections where you think it doesn't make sense, sound right or is ungrammatical? Are there any words, sentences you would like to alter?

Is there anything else you want to say?

Re-Draft

- underline

- Check if some letters are okay - ask someone - look in dictionary
- Underline correct parts
- Change other letters to correct the spelling

- Write word in your list of words to learn
- 'Cover Write Check'
- Find other words with similar spelling
- Re check each day/week/ month as necessary

- Cut out / paste
- Cross out
- Add ^ alter

Study Skills 4.1

Date: _ _ _ _ _ _ _ _ _

SPELLING STRATEGIES

Look - Cover - Write - Check

233

word to be learned	FOLD HERE	write word here from memory

240

Study Skills 4.2

Date: _ _ _ _ _ _ _ _ _

SPELLING STRATEGIES

Memorisation Methods

Look - Cover - Write - Check Method

word to be learned		*write word here from memory*
Australian		
February		

FOLD HERE

❶ **Copy** the word you wish to learn
Check you have copied it correctly.

❷ **Underline** any difficult bits. *(LOOK)*

❸ **Look** at the word and say it. *(also trace over it if this helps)*

❹ **Look away and try to visualise the word:** written in bright lights, on a television screen, on a blackboard or whatever you like. *(COVER)*

❺ **Try to write down the word** without copying it. *(WRITE)*

❻ **Check** you are right.
If you are wrong, repeat process. *(CHECK)*

❼ Once you have remembered the word correctly, check yourself again later, then the next day, next week etc. **Record** the word.

Study Skills 4.3

Date: _ _ _ _ _ _ _ _ _

SPELLING STRATEGIES

Strategies	Week 1	Week 2	Week 3	Week 4
Copy out three times and test yourself				
Put 5 words you want to learn on the fridge				
Make a personal dictionary				
Look - Cover - Write - Check				
Dictation				

Study Skills 4.4

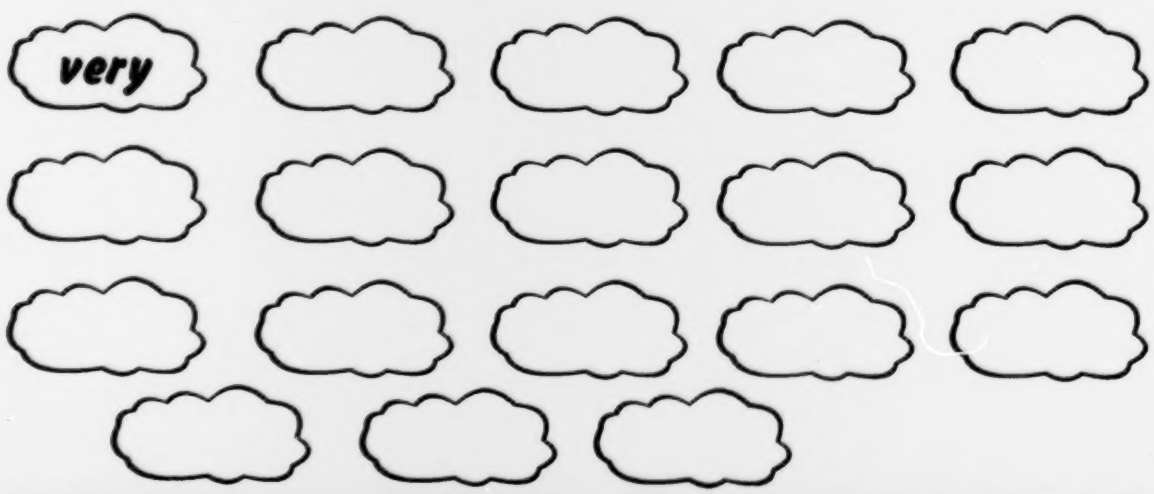
Date: _____

SPELLING STRATEGIES

Words from "100 most used words" list

v	e	r	y	w	a	b	c	d	w	i	t	h	e	w	a	s
w	e	f	g	e	h	i	j	k	l	m	w	e	r	e	n	t
w	h	a	t	n	u	s	u	p	o	p	q	w	h	e	n	o
a	t	o	r	t	u	s	p	s	t	u	v	w	a	w	b	v
t	t	o	o	c	d	e	f	g	h	i	j	i	k	o	l	e
e	m	n	o	p	q	r	s	t	u	v	w	t	x	u	y	r
r	w	e	r	e	z	a	b	c	d	e	f	h	g	l	h	y
i	j	k	l	m	n	o	p	q	r	w	h	a	t	d	s	t
t	i	m	e	u	v	w	x	y	z	a	w	h	e	n	b	w
c	d	e	f	a	b	c	t	i	m	e	d	w	i	l	l	a
y	o	u	t	w	o	e	f	g	h	i	t	w	o	w	e	s
w	o	u	l	d	j	k	l	m	n	o	t	o	w	i	l	l
w	e	n	t	p	y	o	u	q	w	a	t	e	r	r	w	e

time **to** **too** **two** **up** **us** **very** **was**
water **we** **went** **were** **what** **when** **will** **with**
would **your**



Date: _ _ _ _ _ _ _ _

SPELLING STRATEGIES

Words Letters Words Letters Words

1 Open and close your mouth:

What do we call the sounds you make?

c _ _ _ _ _ _ _ _ _ _

2 And now keep your mouth open. What sounds do you make?

List them.

What do we call them?

v _ _ _ _ _

3 Here is a list of **letters.** Circle the **consonants** and underline the **vowels.**

a t m q r s i v l z y d r e

4 **Vowels** and **consonants** together in words make

s _ _ _ _ _ _ _ _ _

Here are some words. Break them up into **syllables.**
Say the words to yourself.

eg. alphabet = al / pha / bet

open = _____

butter = _____

dictionary = _____

radio = _____

abbreviations = _____

5 How many syllables in your first name?

Study Skills 4.6

Date: _ _ _ _ _ _ _ _ _

SPELLING STRATEGIES

Do you know these in English spelling?

this is a ☐☐**oe**

and a very ☐☐**ick** pencil

and this is a ☐☐**ild**

Now complete these sentences.

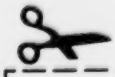
sh ***ch*** ***th***

1. I gave _ _ e _ _ ild some new _ _ oes.
2. Last _ _ ursday we went to _ _ e _ _ ur _ _ .
3. I _ _ owed my _ _ ildren _ _ irteen _ _ ells I found at _ _ e bea _ _ .
4. Will we ma _ _ the potatoes or will I make _ _ ips?
5. I _ _ ink we _ _ ould all _ _ eck our ca _ _ .

Now make a list for each sound.
Add more words.

Date: _ _ _ _ _ _ _ _ _

FORMS



Family Name

Given Names

Address

Postcode

Date: _____

FORMS

Surname _____ Initial _____

Address _____

_____ Postcode _____

Surname _____ Initial _____

Address _____

_____ Postcode _____

PLEASE USE CAPITAL LETTERS

Surname _____ Initial _____

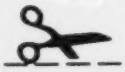
Address _____

_____ Postcode _____

Study Skills 5.3

Date: _____

FORMS



Title

Date of Birth

Street

Suburb

Nationality

Telephone No.

Occupation

Study Skills 5.4

Date: _____

FORMS

FORM FILLING

PLEASE WRITE IN BLOCK LETTERS

Surname: _____ First Name: _____

Title: _____

Address: No: _____ Street: _____

Suburb: _____ Postcode: _____

Telephone : _____

Date of Birth: _____

Nationality: _____

Occupation: _____

Cross out as applicable: married/single

Husband/wife Full Name: _____

Date: _____ Signature: _____

Date: _ _ _ _ _ _ _ _

Forms

Surname (CAPITALS PLEASE) Initials Mr. Mrs. Mrs. Miss. Ms.

Address (CAPITALS PLEASE)

Postcode

Telephone No. (home) Telephone No. (business). Ext.

Surname (BLOCK LETTERS) Initials Mr. Mrs. Mrs. Miss. Ms.

Address (BLOCK LETTERS)

Postcode

Telephone No. (home) Telephone No. (business). Ext.

Surname (PLEASE PRINT) Initials Mr. Mrs. Mrs. Miss. Ms.

Address (PLEASE PRINT)

Postcode

Telephone No. (home) Telephone No. (business). Ext.

Study Skills 5.6

Date: _____

FORMS

Match the instruction from the form with the item below.

1. *Capitals please*
2. *Block letters*
3. *Title*
4. *Delete*
5. *Circle*
6. *Underline*
7. *Tick appropriate box*
8. *Signature*

a. Yes ☐ No ☐

b. Yes / No

c. Mr. Mrs. Ms. Miss.

d. Yes / No

e. TRAN

f. Yes / No

g. *Tran*

h. TRAN

Date: _____

FORMS

Read this text.

Nghia Tran has just arrived in Australia from Vietnam. She wants to learn English so she's enrolling in an English course at the Language Centre. She's staying with a friend in a flat in Carlton. It s at 23 York Ave. Her telephone number is 490 6541.

Now fill in the enrolment form for Nghia.

GIVEN NAME _____

ADDRESS _____

_____

DATE OF BIRTH _____

TELEPHONE NO _____

NATIONALITY _____

OCCUPATION _____

DATE OF ARRIVAL IN AUSTRALIA _____

Study Skills 5.8

Date: _____

FORMS

Application for Employment

Please use BLOCK CAPITALS

Position you would like _____

Full Name _____

D.O.B. ☐☐☐

Home Address _____

Next of Kin _____

Marital Status * Married-Single-Divorced-Widowed etc

**Delete where applicable.*

Education: Please give schools.

_____

_____

Leisure interests:

_____

Present Employment: _____

Referee: Name: _____

Address: _____

_____

Sign Here: _____ **Today's date:** _____

Date: _ _ _ _ _ _ _ _

FORMS

Application Form/Resume Outline

Please complete in block capitals

NAME: _____

ADDRESS: _____

_____ POST CODE _____

(DATE OF BIRTH: _____)

NATIONALITY: _____

Education:	
Qualifications:	
Experience:	
Skills:	

Course Applying for: _____

Employment Objectives: _____

Hobbies & Interests: _____

_____

Languages: _____

Other Experiences: _____

_____

Referees: 1. _____ 2. _____

_____ _____

_____ _____

Signed: _____ Date: _____

Date: _____

FORMS

Sending A Parcel Overseas - Customs

Draw lines and match a word on left with the explanation on the right:

e.g. ♦ ***Sender***	♦ Place the parcel is going to (a country overseas)
♦ addressee	♦ a present
♦ destination	♦ right, true
♦ a gift	♦ how much the parcel weighs (includes weight of the wrapping).
♦ correct	♦ **person sending the parcel overseas (yourself)**
♦ declaration	♦ parcel
♦ country of origin of goods	♦ person you're sending the parcel to (your friend overseas).
♦ gross weight	♦ saying something is true
♦ package	♦ place where the parcel is coming from (Australia).
♦ items	♦ price, how much you paid for it
♦ detailed description of contents	♦ how much the item weighs
♦ net weight	♦ things
♦ value	♦ what exactly is in the parcel

Date: _ _ _ _ _ _ _ _ _

FORMS

Sending a Parcel Overseas - Despatch

Draw lines to match words on the left below with explanations on the right:

e.g ♦ **If delivery of the parcel described on the front of this note cannot be effected, I request . . . .**

♦ that the parcel be returned to origin forthwith

♦ by surface

♦ by air

♦ that the parcel be returned to origin at the end of the period shown below

♦ that the parcel be delivered or redirected

♦ that the parcel be redirected for delivery to the original addressee

♦ that the parcel be treated as abandoned

♦ receipt of addressee

♦ send the parcel back to me in Melbourne straightaway.

♦ by ship (and train etc if necessary).

♦ send the parcel back to me after a certain number of days

♦ **if they can't deliver the parcel to the person named (my friend,or someone in my family) on the parcel, I want them to . . .**

♦ by plane

♦ the addressee (your friend or family member overseas) has received the parcel

♦ throw the parcel away

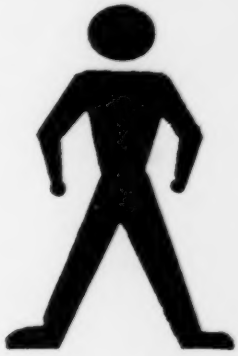
♦ send the parcel to some other person

♦ try to deliver the parcel to my friend or family member once again. Maybe he (she) will be home this time

Study Skills 6:1

Date: _____

SIGNS & SYMBOLS



DONT
WALK

WALK

TOILETS

257

Date: _ _ _ _ _ _ _ _ _

SIGNS & SYMBOLS

❶

❷

❸

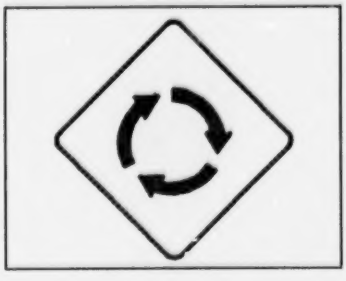
❹

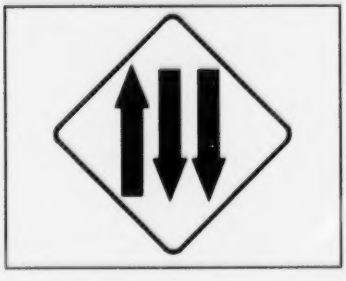
❺

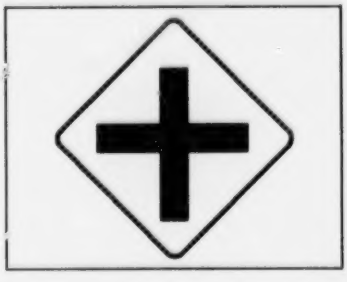
❻

Date: _ _ _ _ _ _ _ _ _

SIGNS & SYMBOLS







---

trucks only

roundabout

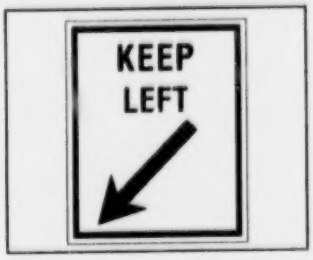
crossroad

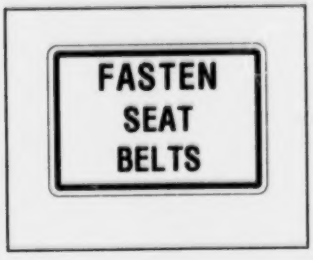
2 lanes
oncoming traffic

Date: _ _ _ _ _ _ _ _ _

SIGNS & SYMBOLS

you must stop





you must give way

you must keep left

you must fasten seat belts

you must keep left
unless overtaking

Study Skills 6:5

Date: _____

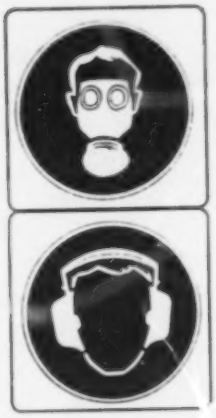
SIGNS & SYMBOLS

START	1 DANGER	2 TAXI	3 BUS	4 3 spaces
9 OUT	8 free turn	7 CLOSED	6 OPEN	5 IN
10 DONT WALK	11 WALK	12 miss a go	13 NO SMOKING	14 EXIT
19 GENTLEMEN	18 WOMEN	17 AMBULANCE	16 go back 3 spaces	15 ON
20 GENTS	21 WOMEN	22 go on 3 spaces	23 ENTRANCE	24 TOILETS
29 MEN	28 LADIES	27 POLICE	26 free turn	25 DONT WALK
30 SPECIAL	31 OFF	32 OPEN	33 GENTS	34 FINISH

Study Skills 6:6

Date: _ _ _ _ _ _ _ _ _

SIGNS & SYMBOLS



you must wear a face mask

you must wear earmuffs

you must wear goggles

you must wear boots

you must wear gloves

you must wear a helmet

Date: _ _ _ _ _ _ _ _ _

SIGNS & SYMBOLS

This sign means

you must wear gloves

What about these?

You _____

You _____

_____

_____

_____

Study Skills 6:8

Date: _ _ _ _ _ _ _ _ _

SIGNS & SYMBOLS

you mustn't light a match

you mustn't smoke

you mustn't walk

you mustn't drink the water

Study Skills 6:9

Date: _ _ _ _ _ _ _ _ _

SIGNS & SYMBOLS

Prohibitory = you **mustn't** . . . . .
(must not)

This sign means

you mustn't smoke

What about these?

You _____

(Why not?) *because* _____

_____

You _____

(Why not?) _____

_____

You _____

(Why not?) _____

_____

You _____

(Why not?) _____

_____

Study Skills 6:10

Date: _ _ _ _ _ _ _ _ _

SIGNS & SYMBOLS

must not = mustn't

you **mustn't** turn right

You _____

because _____

_____

You _____

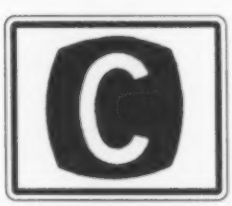
because _____

_____

You _____

because _____

_____



You _____

because _____

_____

Study Skills 6:11

Date: _____

SIGNS & SYMBOLS

Special Verbs In English

Special verbs in English . . .

are **might** **must** **should**

will **can** **ought to**

(and **have to** is also a little similar to these)

We can only use these verbs with another verb.

eg. *You* **must finish** *your homework.*

If you finish your homework **you'll learn** *more English.*

Look carefully!

you will.. **you'll..**

and look at the negative

you will not.. **you won't..**

What about these verbs? Can you write the contraction?

You can not	**You** _____
You must not	**You** _____
You might not	**You** _____
You should not	**You** _____

You can see that it isn't correct to use **don't** or **do** with these special verbs.

These verbs are called **modal verbs**.

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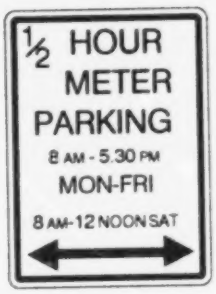
Date: _ _ _ _ _ _ _ _ _

SIGNS & SYMBOLS

Parking Signs

(a)

(b)



(c)

1. Which sign says you must pay? _____
2. Which sign limits parking to the left of the sign? _____
3. Which sign says no parking? _____
4. Which sign gives 30 minutes parking? _____
5. Which sign gives a couple of hours parking? _____
6. Which sign allows unlimited parking after midday on Saturdays?

   _____
7. Which sign allows unlimited parking on Sundays? _____
8. Which sign restricts parking after 8 am? _____
9. Which sign allows unlimited parking after 4 pm? _____

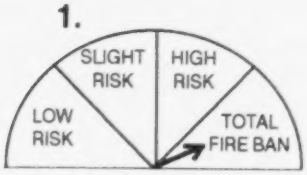
Date: _ _ _ _ _ _ _ _

SIGNS & SYMBOLS

Warning Signs

Match the signs to the correct warning below.
Some warning messages fit two signs!

1.



2.

3. STAMP OUT BUSHFIRES

4. DANGER LIVE WIRES

5. BUCKLE UP AND LIVE

6. DO NOT ENTER

7. USE WATER WISELY

8. TODAY IS A DAY OF TOTAL FIRE BAN

9. SWIM BETWEEN THE FLAGS

10. BEWARE OF THE DOG

11. KEEP AUSTRALIA BEAUTIFUL

12. DON'T RUBBISH AUSTRALIA

13. DO NOT CROSS WHEN LIGHTS ARE FLASHING

14. NO SWIMMING

Numbers:

a. You **mustn't** go in

b. You **must** wear a seat belt

c. You **mustn't** light a fire in the open

d. You **shouldn't** drop litter

e. You **mustn't** bathe in this water

f. You **mustn't** touch these wires

g. You **shouldn't** waste water

h. You **must** stop at the railway lights

i. You **must** swim between the flags

j. You **should** prevent bushfires

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Signs adapted from ***The Priority Course.***

Study Skills 6:14

Date: _ _ _ _ _ _ _ _ _

SIGNS & SYMBOLS

Warnings

Can you choose the best modal verb for these examples?

1. You _____ swim between the flags.
   If you don't, you _____ drown.

2. Today is a total fire ban. You _____ light a fire.

3. Beware of the dog!. It _____ bite you.

4. Smoking is bad for your health. You _____ smoke, because it _____ make you weak.

5. In summer there is often a water shortage. You _____ waste water.

6. If you smoke in the bush it's very dangerous. You _____ start a bushfire.

7. You _____ pick up your rubbish and put it in the bin.

8. You _____ learn to swim at the Carlton Bath. Everyone _____ learn to swim before they go to the beach or go on a boat.

9. That chemical is poisonous: if you drink it, you _____ die!

10. You _____ use your seat belt. If you don't, you _____ get injured in a car accident.

Date: _____

SIGNS & SYMBOLS

Hazards

1. What should you do if your child drinks something poisonous?
2. What should you do if you get stuck in a lift?
3. What should you do if the oil in the frypan is on fire?
4. What should you do if you witness a car accident?
5. What should you do if you get lost in the bush?
6. What should you do if someone has a heart attack?
7. What should you do if you burn yourself?
8. What should you do if you are bitten by a snake?
9. What should you do if someone breaks a leg?
10. What should you do if you are caught in a current and are being swept out to sea?

Solutions

1. *If your child drinks something poisonous you should* _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Study Skills 7:1

Date: _ _ _ _ _ _ _ _

TIMETABLES

Monday to Friday

(A) From Heidelberg to Collingwood

Heidelberg 1	Ivanhoe 2	Clifton Hill 3	Collingwood 4
am	am	am	am
6.15	6.27	6.42	6.50
6.35	6.45	7.00	7.08
6.55	7.10	7.18	7.26
7.06	7.21	7.36	7.44
7.24	7.39	7.54	8.02
7.42	7.57	8.12	8.20
8.00	8.15	8.30	8.38
8.18	8.33	8.48	8.56
8.36	8.51	9.06	9.14
8.55	9.07	9.19	9.27
9.13	9.25	9.37	9.45
9.30	9.42	9.54	10.02
10.05	10.17	10.29	10.37
10.40	10.52	11.04	11.12
11.15	11.27	11.39	11.47
11.50	12.02	12.14	12.22
pm	pm	pm	pm
12.25	12.37	12.49	12.57
1.00	1.12	1.24	1.32
1.35	1.47	1.59	2.07
2.10	2.22	2.34	2.42
2.42	2.54	3.06	3.14
3.00	3.12	3.24	3.32
3.18	3.30	3.42	3.50
3.36	3.48	4.00	4.08
3.54	4.06	4.18	4.26
4.12	4.24	4.36	4.44
4.30	4.42	4.54	5.02
4.48	5.00	5.12	5.20
5.06	5.18	5.30	5.38
5.24	5.36	5.48	5.56
5.42	5.54	6.06	6.14
6.00	6.11	6.22	6.30

(B) From Collingwood to Heidelberg

Collingwood 4	Clifton Hill 3	Ivanhoe 2	Heidelberg 1
am	am	am	am
6.52	7.00	7.11	7.22
7.10	7.18	7.29	7.40
7.28	7.36	7.47	7.58
7.46	7.54	8.05	8.16
8.04	8.12	8.23	8.34
8.22	8.30	8.41	8.52
8.40	8.48	8.59	9.10
8.58	9.06	9.17	9.28
9.16	9.24	9.35	9.46
9.30	9.38	9.50	10.02
9.48	9.56	10.08	10.20
10.05	10.13	10.25	10.37
10.40	10.48	11.00	11.12
11.15	11.23	11.35	11.47
11.50	11.58	12.10	12.22
pm	pm	pm	pm
12.25	12.33	12.45	12.57
1.00	1.08	1.20	1.32
1.35	1.43	1.55	2.07
2.09	2.17	2.29	2.41
2.44	2.52	3.04	3.16
3.16	3.24	3.38	3.52
3.34	3.42	3.56	4.10
3.52	4.00	4.14	4.28
4.10	4.18	4.32	4.46
4.28	4.36	4.50	5.04
4.46	4.54	5.08	5.22
5.04	5.12	5.26	5.40
5.22	5.30	5.44	5.58
5.40	5.48	6.02	6.14
5.58	6.06	6.20	6.32
6.16	6.24	6.38	6.49
6.32	6.41	6.57	7.02

Saturday

(C) From Heidelberg to Collingwood

Heidelberg 1	Ivanhoe 2	Clifton Hill 3	Collingwood 4
am	am	am	am
6.45	6.56	7.07	7.13
7.20	7.31	7.42	7.48
7.55	8.06	8.17	8.23
8.30	8.41	8.52	8.58
9.05	9.16	9.27	9.33
9.40	9.51	10.02	10.08
10.15	10.26	10.37	10.43
10.50	11.01	11.12	11.18
11.25	11.36	11.47	11.53
pm	pm	pm	pm
12.05	12.16	12.23	12.30

(D) From Collingwood to Heidelberg

Collingwood 4	Clifton Hill 3	Ivanhoe 2	Heidelberg 1
am	am	am	am
7.15	7.21	7.32	7.43
7.50	7.56	8.07	8.18
8.25	8.31	8.42	8.53
9.00	9.06	9.17	9.28
9.35	9.41	9.52	10.03
10.10	10.16	10.27	10.38
10.45	10.51	11.02	11.13
11.20	11.26	11.37	11.48
11.55	12.01	12.12	12.23
pm	pm	pm	pm
12.32	12.38	12.49	12.55

Study Skills 7:2

Date: _____

TIMETABLES

ROUTE 546

Heidelberg - Collingwood
via
Heidelberg Road

Description of route.

Route 546 Heidelberg to Collingwood:
Departs from the terminus at the corner of Mount and Yarra Streets and runs via Yarra Street, Cape Street, Burgundy Street, Lower Heidelberg Road, Heidelberg Road, Queens Parade and Smith Street to the terminus at the corner of Victoria Parade and Smith Street.

Route 546 from Collingwood to Heidelberg:
Departs from the terminus at the corner of Victoria Parade and Smith Street and runs via the reverse of the route described above to Burgundy Street then via Burgundy and Mount Streets to the terminus at the corner of Mount and Yarra Streets.

Passengers please note:

- There is no service on Sundays or Public Holidays.
- Times may be subject to alteration without notice.

Time Points.

1 **Heidelberg** - Corner of Mount and Yarra Streets.
2 **Ivanhoe** - Corner of Lower Heidelberg and Upper Heidelberg Roads.
3 **Clifton Hill** - In Heidelberg Road near the corner of Hoddle Street.
4 **Collingwood** - Corner of Victoria Parade and Smith Street.

Route 546 is a service operated by Reid's Metropolitan Services Pty Ltd for the Metropolitan Transit Authority.

EFFECTIVE DATE MONDAY, 13 JULY, 1987

The Met.

For further information please contact: Met Customer Services 617 0900

Study Skills 7:3

Date: _ _ _ _ _ _ _ _ _

TIMETABLES

Reading Timetables

1. Look at Worksheet 7:1. What is it? _____

2. What do **am** and **pm** mean?

   am _____ **pm** _____

3. What does section **A** tell you? _____

   _____

4. Look at the top left hand corner of section **A**.
   There's a number **6.15**. What is it? _____

5. Now look across to the right. The next number is **6.27**
   What's that? _____

   _____

6. Is it a departure time or an arrival time? _____

7. You're at Heidelberg bus stop. It's 8.10am.
   When's the next bus to Ivanhoe? _____

8. You're at Ivanhoe bus stop. It's 3.00pm.
   When's the next bus to Collingwood? _____

9. Now look at section **B**. What information does it tell you?

   _____

10. What about section **C** and section **D**?

    _____

11. If you miss the 3:16 bus home from Collingwood, what time is the next one?

    _____

12. If you catch the 5.04pm bus at Collingwood on a Monday evening, when will you arrive in Heidelberg?

    _____

Study Skills 7:4

Date: _____

TIMETABLES

Reading A Timetable

1. Look at the top of Worksheet 7:2, where it says **ROUTE 546**

2. **ROUTE 546** is written in _____ font.

   Heidelberg - Collingwood via Heidelberg Road is written in _____ font.

3. Why is this font used? _____

4. What does **via** mean?

---

5. Find words in this page that mean

   leave = _____

   travel along = _____

   the last stop = _____

---

6. Can you catch a bus on a Sunday? _____

7. Can you catch a bus on Christmas Day? _____

8. Where is the Heidelberg bus stop? _____

9. Where is the Ivanhoe bus stop? _____

10. How can you get more information about this bus service?

    _____

11. What date did this timetable begin? _____

12. What is **The Met**? _____ 275 _____

Study Skills 8:1

Date: _ _ _ _ _ _ _ _ _

TELEPHONE DIRECTORY

before K	after K
A B C D E F G H I J (K)	L M N O P Q R S T U V W X Y Z

1. Azzopardi — before K
2. Luke — after K
3. Patak _____
4. Tran _____
5. Galea _____
6. Dukakis _____
7. Miller _____
8. Razmoski _____
9. Brown _____
10. Chong _____

Study Skills 8:2

Date: _____

TELEPHONE DIRECTORY

Answer sheet

before K	*after K*
A B C D E F G H I J (K)	L M N O P Q R S T U V W X Y Z

1. Azzopardi — *before K*
2. Luke — *after K*
3. Patak — *after K*
4. Tran — *after K*
5. Galea — *before K*
6. Dukakis — *before K*
7. Miller — *after K*
8. Razmoski — *after K*
9. Brown — *before K*
10. Chong — *before K*

Study Skills 8:3

Date: _ _ _ _ _ _ _ _ _

TELEPHONE DIRECTORY

A - K	A B C D E F G H I J K
L - Z	L M N O P Q R S T U V W X Y Z

1. Carroll A - K
2. Montpara L - Z
3. Doherty _____
4. Kaur _____
5. Myer _____
6. Van _____
7. Ferraro _____
8. Georgiou _____
9. Tan _____
10. Szemen _____

Study Skills 8:4

Date: _____

TELEPHONE DIRECTORY

Answers

A - K	A B C D E F G H I J K
L - Z	L M N O P Q R S T U V W X Y Z

1. Carroll A - K
2. Montpara L - Z
3. Doherty A - K
4. Kaur A - K
5. Myer L - Z
6. Van L - Z
7. Ferraro A - K
8. Georgiou A - K
9. Tan L - Z
10. Szemen L - Z

Barbara Smith

Study Skills 8:5

Date: _ _ _ _ _ _ _ _ _

TELEPHONE DIRECTORY

A B C D E F G H I (J)[1] K L M (N)[2] O P Q R (S)[3] T U V W X Y Z

S mith St

J ohnston St

N icholson St

1. *Johnston St*
2. *Nicholson St*
3. *Smith St*

(a)[1] b c d (e)[2] f g h (i)[3] j k l m n o p q r s t u v w x y z

D i ckens St.

D e von St.

D a vid St.

1. *David St*
2. _____
3. _____

---

a b c d e f g h i j k l m n o p q r s t u v w x y z

De w

De r na

De v oy

De s i

1. _____
2 _____
3. _____
4. _____

Date: _ _ _ _ _ _ _ _ _

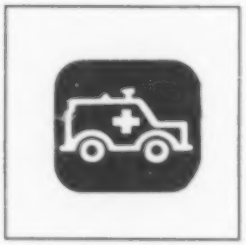
TELEPHONE DIRECTORY

Fire Brigade

11440

Police

11441



Ambulance

11444

281

Study Skills 8:7

Date: _ _ _ _ _ _ _ _ _

TELEPHONE DIRECTORY

A - K or **L - Z**

1. Vidakovic _____
2. Papadopoulos _____
3. Smith _____
4. Rossi _____
5. Ali _____

---

before or **after**

	the book is open at	I'm looking for	before or after
1.	Thomas	Wong	_____
2.	Jones	Kelly	_____
3.	Morris	Nguyen	_____
4.	Anderson	Ali	_____
5.	Majid	Magill	_____

---

	surname	**A-K L-Z**	**page**
1.	Percy	_____	_____
2.	Volk	_____	_____
3.	Nguyen	_____	_____
4.	Ciano	_____	_____
5.	Chong	_____	_____

Study Skills 8:8

Date: _____

TELEPHONE DIRECTORY

If you know someone's **initials**,
first, look for their **surname**
then, look for their **initials**.

Find **Hood R F** phone no. 555 4960

Hood P L 16VogueAveVermtS	803 4813
Hood P W 282MiddleboroughtRdBlkbnS	890 6824
Hood R 51 WarwickPasVa	354 8688
Hood R 14IolantheClPkOrchds	876 4184
Hood R Sewrge Cntrctr 22Melissa Strthmre	379 3230
Hood R B 79DevonChelt	583 1869
Hood R B 205BluffRdSndhm	598 8992
Hood R E 59GoldenAveChlsea	772 7710
Hood R F 186HighettRdHigh	555 4960
Hood R G & D 2 OvensCrtCrydn	725 6001
Hood R J 2BooranAveGlenWvrly	560 7998

Find **Rakic F** phone no. _____

Rakic A & B 25WestfieldBlvWsmdws	309 8873
Rakic B 8MyrtleGlenWvrly	560 9584
Rakic D RemueraStationRdRckbnk	747 1290
Rakic D 17StelladrvThmstn	465 9192
Rakic Dragomir 7KintenburyDrvStAlb	367 2615
Rakic F 12 WilliamEss	379 8265
Rakic F & M 15BushFtscyW	689 2926
Rakic G 99Westbury StKE	527 6601
Rakic G & M 5PhilipAltMdws	315 6194

Find **Simmons P F B** phone no. _____

Simmons P A 20ElmhurstRdBayswtr	720 1768
Simmons P C 16CushingAveBntlgh	557 2548
Simmons P D 82LakeRdBlkbn	878 3109
Simmons P E 41FranklinMoorbn	555 4552
Simmons P E & M A 3ToddCrtCrydn	723 3569
Simmons Peter 11MiamiHwthnE	882 5894
Simmons P F B 8RussellIvan	487 3551
Simmons P G 9AliciaCrtFrkstn	789 3243

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Study Skills 8:9

Date: _ _ _ _ _ _ _ _ _

TELEPHONE DIRECTORY

Abbreviations

1. | | | |
|---|---|---|
| st
rd | is short for | street
road |

Can you do these:

Pk	is short for _____
Ave	is short for _____
Crt	is short for _____
Drv	is short for _____

We call this short form an

a _ _ r _ _ i a t _ _ _ _

Why do we use them?

2. Can you write the usual abbreviations for the days of the week?

1. Mon _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

When would you use the abbreviation and when the full form? Discuss this with your group.

3. What about the months of the year? Write the abbreviations for

January	_____
March	_____
September	_____
June	_____

* be ca[illegible]

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Study Skills 8:10

Date: _____

TELEPHONE DIRECTORY

If you know someone's address
first, look for their **surname**
then, look for their **initials**
finally, look for their **suburb.**

Find **Hood R** of **Strathmore**

Hood P L 16VogueAveVermtS	803 4813
Hood P W 282MiddleboroughtRdBlkbnS	890 6824
Hood R 51 WarwickPasVa	354 8688
Hood R 14IolantheClPkOrchds	876 4184
Hood R Sewrge Cntrctr 22Melissa Strthmre	379 3230
Hood R B 79DevonChelt	583 1869
Hood R B 205BluffRdSndhm	598 8992
Hood R E 59GoldenAveChlsea	772 7710

phone no. 379 3230

Find **Rakic D** of **Thomastown**

Rakic A & B 25WestfieldBlvWsmdws	309 8873
Rakic B 8MyrtleGlenWvrly	560 9584
Rakic D RemueraStationRdRckbnk	747 1290
Rakic D 17StelladrvThmstn	465 9192
Rakic Dragomir 7KintenburyDrvStAlb	367 2615
Rakic F 12 WilliamEss	379 8265
Rakic F & M 15BushFtscyW	689 2926
Rakic G 99Westbury StKE	527 6601
Rakic G & M 5PhilipAltMdws	315 6194

Find **Simmons P E** of **Moorabbin**

Simmons P A 20ElmhurstRdBayswtr	720 1768
Simmons P C 16CushingAveBntlgh	557 2548
Simmons P D 82LakeRdBlkbn	878 3109
Simmons P E 41FranklinMoorbn	555 4552
Simmons P E & M A 3ToddCrtCrydn	723 3569
Simmons Peter 11MiamHwthnE	882 5894
Simmons P F B 8RussellIvan	487 3551
Simmons P G 9AliciaCrtFrkstn	789 3243

Study Skills 9:1

Date: _ _ _ _ _ _ _ _ _

THE DICTONARY

Alphabetical Order

1. How many letters in the alphabet: ☐

2. What's the first? ☐ the last? ☐ the middle one? ☐

3. In which half (1st or 2nd) is **P** ☐
   G ☐
   L ☐
   S ☐

---

4. How many telephone books in Melbourne? ☐

5. What are they? ☐

6. Which one is <u>your</u> name in? ☐

---

7. Which letter comes before **Q**? ☐
   F? ☐

8. Which letter is 2 letters before **K**? ☐
   3 letters before **X**? ☐

9. Start from **T** and go back 5 letters ☐

10. Start from **H** and go on 2 letters ☐

11. Circle which of these letters comes first?

D	or	R
J	or	K
Q	or	E

12. Put the first names of all the students in the class into alphabetical order.

    Now put their family names into alphabetical order.

Study Skills 9:2

Date: _ _ _ _ _ _ _ _

THE DICTIONARY

Quiz

How much do you know about dictionaries?

Discuss these questions with other students and with the teacher.

Write **true** or **false** T or F

1. Dictionaries are in alphabetical order ☐
2. Dictionaries help your spelling ☐
3. Dictionaries help your grammar ☐
4. An English - English dictionary is better than a translation dictionary ☐
5. Studying the dictionary at home is a good way to learn new words ☐
6. You should use a dictionary and look up all words you don't know if you're reading a book or newspaper. ☐
7. Name five places where we use alphabetical order.

_____

_____

_____

_____

_____

Study Skills 9:3

Date: _ _ _ _ _ _ _ _

THE DICTIONARY

A page from the Macquarie Junior Dictionary

Find these words and read their entry :

1. **chillblain** 2. **chic** 3. **child** 4. **chip**

guide words — **chest** 81 **chip**

Word Building: **chessman** *noun* one of the pieces used in the game

chest *noun*
1 the front part of your body from your neck to your waist **2** a box, usually large and strong with a hinged lid

chestnut *noun*
1 a European tree or its hard brown nuts

chestnut *adjective*
2 reddish-brown

chew *verb*
to bite and crush with your teeth

Word Building: **chewy** *adjective*

headwords

chic (say *sheek*) *adjective*
attractive and stylish: *Your new dress is very chic.*

Word Use: this word comes from French

chick *noun*
a young chicken or other bird

chicken *noun*
1 a young hen or rooster, or its meat: *roast chicken for dinner* **2** a coward: *He's too much of a chicken to climb that tree.*

chicken *verb*
3 chicken out to back out because you are scared

Word Use: definitions 2 and 3 are more suited to everyday language
Word Building: **chicken** *adjective* cowardly

printing:
different kinds of font
bold
italic
different sizes
numbers

chickenpox *noun*
a disease, common in children, causing fever and itchy blisters

chide *verb*
to scold or find fault with: *She chided me for not tidying my room.*

chief *noun*
1 the head person or boss in a group

chief *adjective*
2 most important or main: *My chief problem is with spelling.*

Word Building: **chiefly** *adverb*

chieftain (say *cheef-tuhn*) *noun*
the leader of a tribe

chilblain *noun*
a red swelling on your fingers or toes caused by the cold

child *noun*
1 a boy or girl **2** a son or daughter

Word Use: the plural is **children**
Word Building: **childhood** *noun* the time spent as a child **childproof** *adjective* made so that children can't use or damage it

childish *adjective*
1 silly or stupid: *childish behaviour* **2** of, or like a child

chill *noun*
1 coldness: *There's a chill in the air.* **2** a cold, shivery feeling, often the first stage of a cold: *Take off your wet clothes before you catch a chill.*

chill *verb*
3 to make or become cold

Word Building: **chill** *adjective* a chill wind **chilly** *adjective* (**chillier, chilliest**)

chilli *noun*
a type of small capsicum which tastes hot

chime *noun*
1 a ringing, musical sound: *the chime of the church bells* **2 chimes** a set of metal tubes or bells which make musical sounds when rung

Word Building: **chime** *verb*

chimney *noun*
a long tube running from a fireplace to the roof of a building, which draws smoke away from a fire

Word Use: the plural is **chimneys**

chimpanzee *noun*
a small African ape which is very intelligent and can easily be trained

china (rhymes with *miner*) *noun*
plates, cups and bowls made from porcelain clay: *We use the best china when guests come for dinner.*

Word Use: a similar word is **crockery**
Word Building: **china** *adjective*

chintz *noun*
shiny brightly-patterned cotton material, used to make curtains and furniture coverings

chip *noun*
1 a small piece chopped or split off something larger: *a chip of wood / potato chips* **2** a gap where a small piece has broken off: *This plate has a chip in it.* **3** a tiny square which contains electronic circuits, used in a computer, watch or electronic game: *a silicon chip*

chip *verb*
4 to cut or break off in small pieces **5 chip in a** to contribute money or help: *We all chipped in to buy her birthday present.* **b** to interrupt: *It's rude to chip in while others are talking.*

Word Use: other verb forms are **I chipped, I have chipped, I am chipping**

Column 1 288 ***Column 2***

Study Skills 9:4

Date: _____

THE DICTIONARY

Meanings

Look up the word **chest.**

1. What page is it on? _____

> **chest** *noun*
> **1** the front part of your body from your neck to your waist **2** a box, usually large and strong with a hinged lid

2. Is it a verb or a noun? _____

3. What does it mean? There are <u>two</u> meanings?

   1. _____

   2. _____

Now look at **chip.**

> **chip** *noun*
> **1** a small piece chopped or split off something larger: *a chip of wood / potato chips* **2** a gap where a small piece has broken off: *This plate has a chip in it.* **3** a tiny square which contains electronic circuits, used in a computer, watch or electronic game: *a silicon chip*
>
> **chip** *verb*
> **4** to cut or break off in small pieces **5** **chip in** **a** to contribute money or help: *We all chipped in to buy her birthday present.* **b** to interrupt: *It's rude to chip in while others are talking.*
>
> ***Word Use:*** other verb forms are **I chipped, I have chipped, I am chipping**

1. How many times do you see **chip** in bold? _____

2. What's the difference between numbers **1 - 3** and numbers 4 - 5?

_____

Date: _ _ _ _ _ _ _ _

THE DICTIONARY

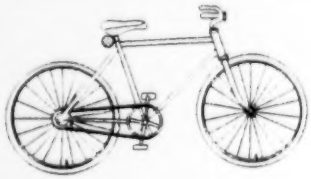
Spelling

Look at the picture and guess the spelling

_____

Now check if you're right by using the dictionary

Now try these:



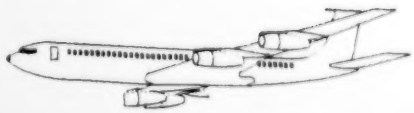
_____

_____

These two are more difficult.
You have to guess the first 3 letters.
If it's not right, and you can't find the word, try again.

_____

_____



_____

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Date: _____

THE DICTIONARY

Alphabetical Ordering

1. Open the dictionary once and try to find words beginning with the letters:
   R
   D
   W

2. See how quickly you can find words beginning with:
   T
   X
   P
   E

3. Which word is going to be first in the dictionary
   "Dish" or _____
   "Plate"
   Why? _____

4. Which word is first
   "Dish" or _____
   "Drip"
   Why? _____

5. Which word is first
   "Dish" or _____
   "Dictionary"
   Why? _____

6. Which word is first
   "note" or _____
   "not"
   Why? _____

   Check your answers by finding the words.

7. Now list all the students in the class in alphabetical order. First names please!
   And now surnames.
   And now initials.

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Date: _ _ _ _ _ _ _ _

THE DICTIONARY

Revision! Alphabetical Ordering

1. Can you list these Melbourne suburbs in alphabetical order?

> ***Huntingdale / Hawthorn / Oakleigh / Mitcham***
> ***Heidelberg / Oakleigh East / Hampton***
> ***Malvern / Mont Albert***

2. Now list these street names in alphabetical order:

> ***Lily Av / Link St / Leggett St / Leroy St***
> ***Liddel Ct / Lewisham Rd / Linda Pl / Lilian Av***
> ***Lewis St / Leggat Rd / Lee St***

3. Now find the mistakes in these lists

1.	2.	3.
King Rd	***Beech St***	***Aaran Cl***
King St	***Beech Crt***	***Abbey Pl***
Kinglake Rd	***Bella St***	***Abbotts Rd***
Kingston Rd	***Beech Ave***	***Abbot Rd***
Kingsley Rd	***Bellevue St***	***Abelia St***
Kinsale St	***Bengal St***	***Acacia Ave***

4. Test yourself! Can you spell **alphabet?**
dictionary?

Study Skills 9:8 Date: _____

THE DICTIONARY

Spelling Silent Letters

Some letters in English words aren't pronounced.

eg. ***l*** in ***chalk***

Use the dictionary to find the silent letters in these words:

1. com _
2. ex _ aust
3. recei _ t
4. bri _ _ t
5. wa _ k
6. mor _ gage
7. su _ t
8. bel _ eve
9. We _ nesday
10. colum _ s

Now correct the underlined words in these sentences by using the dictionary.

1. A is at the begining of the alphabet.
2. I've had enuff to eat, thank you.
3. I bougt some shoes yesterday.
4. It is neccssarry to use the dictionary if you want to spell.

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Date: _ _ _ _ _ _ _ _

THE DICTIONARY

Parts of Speech

"This house was a shambles. There was not carpet of any kind, just bare floorboards, and the electric fires fused one by one within our first week there. It was a long cold winter and in the evenings we crowded into the small but comfortable living room. thes was the only room that had a gas fire. At night we relied on hot water bottles. We couldn't even unpack completely for there were no wardrobes or enought cupboards and other furniture and the floorboards were covered in a fine film of dust. this we never got rid of, and if any garment was accidentally dropped on the loor, it had to be washed again."

Sabir Bandali, `Small Accidents'

Now here are some **definitions:**

A **noun** is a word for the name of something
A **verb** is a word used for action
An **adjective** describes a noun
An **adverb** describes a verb
A verb in English can be in the **past tense** or **present tense**

1. Now work in pairs.
   In the above passage:

underline the **nouns**	eg. *house*
circle the **verbs**	eg (was)
asterisk the **adjectives**	eg *bare
bracket the **adverbs**	eg (completely)

2. Now go back to the passage.
   What **tense** are the **verbs** in? _____

   Why? _____

   _____

3. Now copy these headings and group the verbs from the passage according to their parts of speech.

infinitive/present tense	past tense	past participle	present participle

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Date: _____

The Dictionary

Meanings

chip *noun*
1 a small piece chopped or split off something larger: *a chip of wood / potato chips* **2** a gap where a small piece has broken off: *This plate has a chip in it.* **3** a tiny square which contains electronic circuits, used in a computer, watch or electronic game: *a silicon chip*

chip *verb*
4 to cut or break off in small pieces **5** **chip in** **a** to contribute money or help: *We all chipped in to buy her birthday present.* **b** to interrupt: *It's rude to chip in while others are talking.*

Word Use: other verb forms are **I chipped, I have chipped, I am chipping**

1. Look up the word **chip**.
   What page is it on? _____

2. How many entries does chip have?

   _____

3. How many meanings are there for **chip**?

   _____

4. **chip 1.** Is it a verb or a noun? _____

   What does it mean? _____

5. **chip 4.** Is it a verb or a noun? _____

   What does it mean? _____

6. How many meanings has **chip in** got? _____

   Discuss these meanings. Did you know them? _____

7. What's the past tense of **chip**? _____

Grammar

8. Use the dictionary to look up the past tense of these verbs:

swim	**teach**	**find**	**build**
spit	**cry**	**hurt**	**upset**

9. Now write a sentence using each of these verbs.

Study Skills 10.1

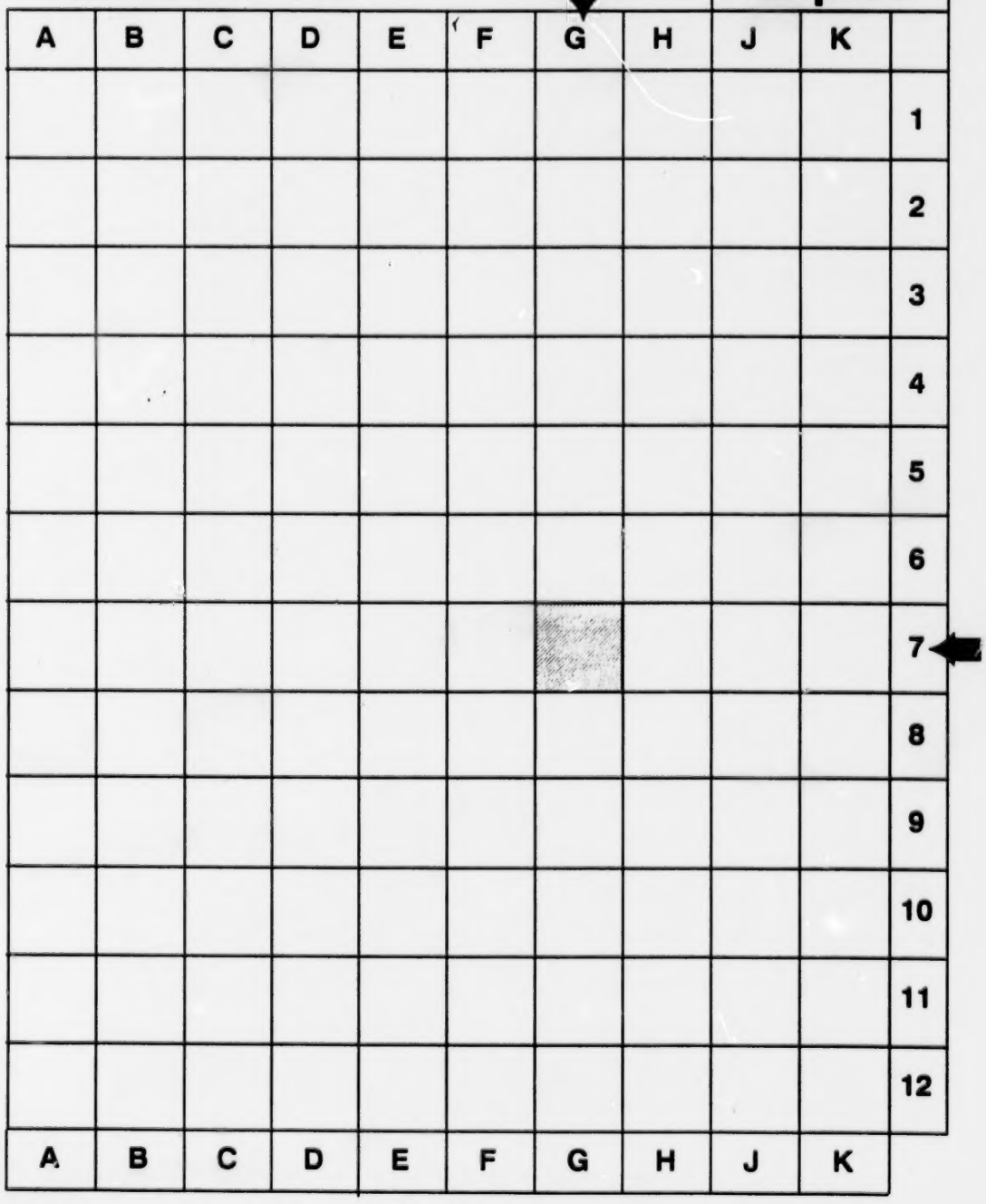
Date: _____

MELWAYS

Street		Map	Ref
DENNIS			
st	Lalor	9	D 5
st	Northcote	30	G 7

Map reference
30 G 7

Map 30



Find:

❶ Map Ref
30 D 10

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❷ Map Ref
30 C 4

Study Skills 10.2

Date: _____

STREET DIRECTORY

Find Dennett Street Watsonia

Street	Map	Ref
DENNETT		
st Carrum	97	D 7
st Watsonia	20	E 4

Map reference
20 E 4

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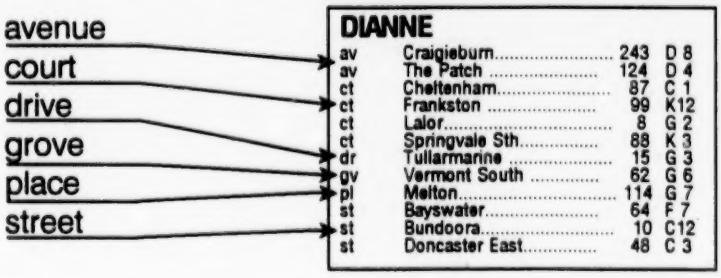
Study Skills 10:3 Date: _____

STREET DIRECTORY

Using the Melways



av = Dianne Avenue
ct = Dianne Court
dr = Dianne Drive
gv = Dianne Grove
pl = Dianne Place
st = Dianne Street

Find **Devonshire Drive, Keysborough**

DEVONSHIRE
dr Keysborough 89 F 7
rd Malvern East 59 E10
rd Sunshine 26 J12
rd Sunshine 27 A12
rd Watsonia 20 D 5
st Footscray West 41 F 1

Find **Denton Avenue, St. Albans Sth**

DENTON
av St Albans Sth 26 A 6
av St Albans Sth 26 C 6
av St Albans Sth 26 C 7
dr Endeavour Hills 91 G 7
st Brighton East 77 B 4

Find **Dianella Court, Frankston**

DIANELLA
ct Fountain Gate 110A 2
ct Frankston 103A 6
ct Narre Warren 110A 2
st Doncaster 33 G12

Find **Derrimut Street, Sunshine**

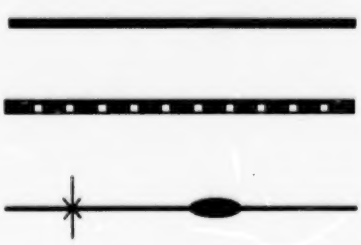
DERRIMUT
rd Hoppers Cross 202E 5
rd Hoppers Cross 202E 12
rd Werribee 206D 3
rd Werribee 206D 6
st Footscray West 41 G 5
st Sunshine 26 E 11

Date: _____

MELWAYS

Map 30

Key:



main road

main road with a tram

railway line, railway crossing and train station

Find **Kemp St. Thornbury E6**

1. What is the nearest main road? _____
2. Which 2 main roads near Kemp St. have a tram line?

   _____ _____
3. What is the nearest railway station to Kemp St? _____

Find **Darebin Rd H6**

1. Which 2 main roads does it cross?

   _____ _____ _____
2. Where does Darebin Rd. finish? _____

Find **the railway line**

1. What is the stop after Merri? _____
2. What station is between Northcote and Thornbury? _____
3. What is the stop before Bell? _____

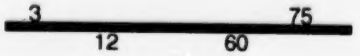
Study Skills 10:5

Date: _____

STREET DIRECTORY

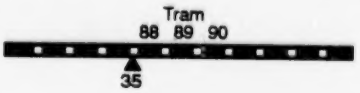
Map 30

Key



main road showing house numbers

railway station with number of kilometres to the city



main road with tram showing tram stop number and tram route/number

direction to Melbourne city

Find **Woolton Ave. Thornbury D5**

1. Which trams travel along St. George's Rd? _____
2. What is the nearest tram stop if you want to travel to the city?

   _____
3. Does Woolton Ave. cross St. Georges Rd? _____
4. What is the nearest tram stop if you want to travel to Preston?

   _____
5. How far are you from the city if you catch the train at Croxton Station?

   _____
6. What route would you walk to get from Woolton Ave to Croxton Station?

   _____

   _____ 300 _____

Study Skills 10:6

Date: _____

STREET DIRECTORY

Using the Melways Key Maps

Look at the Northern Section key map:

1. On what map is the Tullamarine airport? _____
2. On what map is Brunswick? _____
3. What suburb is on map 45? _____
4. What suburb is on map 42? _____
5. On what map is your suburb? _____
6. What is the name of Melbourne's bay? (Look on the bottom of page 3)

_____

Melbourne Central (Maps 1A & 1B)

1. What is the name of the river that flows through Melbourne?

_____

2. The Flinders Street station is on the corner of

_____ and _____

3. The General Post Office is on the corner of _____

and _____ streets.

4. The Carlton Gardens are between _____

and _____ streets.

5. What important building is in Spring Street, facing Bourke Street?

_____

6. The Victoria market is between what four streets? _____

_____

7. Look at the junction between Collins Street and Swanston Street:

What is on the north east corner? _____

What is on the south east corner? _____

Date: _ _ _ _ _ _ _ _

STREET DIRECTORY

Finding Out About the Community through the Street Directory

Contents page

Turn to the contents page and find answers to the following questions:

1. On what page are the Abbreviations? _____
2. On what page are the Child Care Centres? _____
3. On what maps will you find the Central City? _____
4. On what page are cinemas and theatres? _____
5. On what page is the educational section index? _____
6. On what page are Legal Aid agencies? _____
7. On what page are post offices? _____
8. On what page are markets? _____
9. On what page are Maternal and Child Health Centres? _____
10. On what page are shopping centres? _____

Finding Community Information

Have a look at the Community Information pages at the back of the book.
Write the **map** and **reference number** for the following places:

1. Collingwood Municipal Offices and Town Hall _____
2. Australian Airlines Head Office _____
3. Blood Bank _____
4. Chinese-Australian History Museum _____
5. St Kilda Beach _____
6. GPO Melbourne _____
7. National Museum of Victoria _____
8. Yarra Bend Park _____
9. Myer Music Bowl _____
10. Children's Hospital _____

A Time to Learn

A resource for teachers of bilingual literacy learners.

Units 3 & 4

Diary & Study Skills

These resources have been collected from Victorian teachers of ESL, ESL Literacy and Literacy to Adults. They have been reproduced with accompanying methodological notes to assist and stimulate other workers teaching adult immigrant literacy learners.

Edited by Miriam Faine, Barbara Smith & Louise Tinney.
Produced by the Migrant Women's Learning Centre at Northern Metropolitan College of TAFE.